DOCUMENT RESUME

ED 456 148 TM 033 211

TITLE	The 1999-2000 Report of Student Performance: North Carolina Open-Ended Assessment, Grades 4 and 8.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability/Testing.
PUB DATE	2000-00-00
NOTE	94p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Education; Elementary School Students; *Junior High School Students; *State Programs; *Test Results; *Testing Programs; Thinking Skills
IDENTIFIERS	*North Carolina; *Open Ended Questions

ABSTRACT

This document describes the North Carolina Open-Ended Assessment for grades 4 and 8 and presents results for the 1999-2000 administration. The assessment emphasizes higher level thinking skills and requires students to apply or demonstrate skills and knowledge beyond the recall level on challenging subject matter. The open-ended assessment has been implemented at different times and in different grades, but in 1999-2000, it was administered in grades 4 and 8 to all public school students. The assessment was designed around a reading passage with test items loosely linked to the passage. Each assessment contains six reading and six mathematics items. Because this was the first year of the grade-4 assessment, comparisons could not be made with past years' scores. Results indicate that students have difficulty analyzing text, making inferences, and drawing conclusions from what they have read. They were able to read and comprehend at a literal level, but had trouble using the text as support for analysis and evaluation. They also had trouble with the mathematics problems that required analyzing or creating charts, graphs, or tables. There were differences in the performance of racial groups, with the mean scale score for whites 52.4, while that for black students was 45.0. In grade 8, the statewide total mean score was 53.0 (56.0 in mathematics; 50.0 in reading) with 90,196 students taking the test. Females scored slightly higher than males, and there were differences among ethnic and racial groups. Detailed results are provided in a series of tables and figures. Test form samples and sample test questions are included. (Contains 8 figures and 20 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 456 148

TM

THE NORTH CAROLINA OPEN - ENDED ASSESSMENT

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
E. Brumback
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Report of Student Performance

TM033211

Grades 4 and 8
1999 - 2000

Stock No.

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Office of Instructional and Accountability Services
Division of Accountability Services / Testing Section
Raleigh, North Carolina 27601-2825

©2000 *All rights reserved. This document may not be reproduced by any means, in whole or in part, without the express written permission of the North Carolina Department of Public Instruction, Raleigh, N.C.*

2

BEST COPY AVAILABLE

The 1999 - 2000

Report of Student Performance

North Carolina
Open-Ended Assessment
Grades 4 and 8

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Office of Instructional and Accountability Services
Division of Accountability Services/Testing Section
Raleigh, North Carolina 27601-2825

December 2000
The 1999-2000 Report of Student Performance
North Carolina Open-Ended Assessment
Grades 4 and 8

TABLE OF CONTENTS

Background 1
Who is administered the assessment? 2
What is the format of the assessment? 2
How is the assessment scored? 3
What are the general rubrics for reading and mathematics? 3
How are scores reported? 4
Equating Study 6
1999 - 2000 State-level Open-Ended Assessment Results 6
    Grade 4 6
    Grade 8 8
Total Mean Scale Scores for Grade 4 10
Total Mean Scale Scores for Grade 8 11
Reading Mean Scale Scores for Grade 4 12
Reading Mean Scale Scores for Grade 8 13
Mathematics Mean Scale Scores for Grade 4 14
Mathematics Mean Scale Scores for Grade 8 15
Percent of Students at Each Achievement Level Reading and Mathematics Grade 8
    by Ethnicity 16
    by Disability 18
Average Performance of Students with Disabilities or Limited English Proficiency
    Grades 4 and 8 20
Average Performance of Students Taking Modified Tests
    Grades 4 and 8 21
Average Performance of Students Participating in Title I Program
    Grades 4 and 8 22
1999 - 2000 Open-Ended Assessments for Grades 4 and 8
    Region by LEA and Charter School 23
Grade 4 Total Mean Scale Scores by LEA and Charter School 29
Grade 8 Total Mean Scale Scores by LEA and Charter School 30
1999 - 2000 Open-Ended Assessments for Grades 4 and 8
    State-level Summary Statistics 31
Grade 4 Reading Frequency Report 31
Grade 4 Mathematics Frequency Report 33
Grade 4 Total Frequency Report 35
Grade 8 Reading Frequency Report 37
Grade 8 Mathematics Frequency Report 39
Grade 8 Total Frequency Report 41
1999 - 2000 Open-Ended Assessment for Grades 4 and 8
    State-level Score Point Distribution by Item 43
1999 - 2000 Open-Ended Assessment for Grades 4 and 8
    Goals and Thinking Skills Measured 47

The 1999 - 2000 Report of Student Performance
North Carolina Open-Ended Assessment
Grades 4 and 8
Table of Contents (continued)

1999 - 2000 Open-Ended Assessment for Grades 4 and 8
- Test Samples, Grade 4 51
- Test Samples, Grade 8 63

Appendix 75
- Sample Individual Student Report, Grade 4 75
- Sample Individual Student Report, Grade 8 77
- List of Charter Schools 79

The 1999 - 2000 Report of Student Performance
North Carolina Open-Ended Assessment
Grades 4 and 8

Background

The North Carolina Open-Ended Assessment, Grades 4 and 8, like the North Carolina *Standard Course of Study*, places an emphasis on higher level thinking skills – the ability of students to access, organize, process, analyze, evaluate and apply information to solve real-world problems and make informed decisions. The assessment requires students to apply or demonstrate skills and knowledge beyond the recall level on challenging subject matter. Traditional test items often require students to choose from a list of provided possible answers; however, the open-ended format requires students to generate their own responses and write out their thoughts. The quality of a student's response is judged by the level of the student's explanation.

The initial open-ended assessment was implemented in 1992-1993 in North Carolina at grades 3-8. The tests contained reading, mathematics, and social studies items and were scored centrally by teachers during the summer. No individual student scores were provided from the earlier versions.

In 1995-96 the number of tests included in the statewide testing program was reduced. As a result, the open-ended assessments at grades 3-8 were suspended in order to reduce the volume of tests and to restructure the format of the open-ended assessments. In addition, in order to be consistent with the mandates of the ABCs, only reading and mathematics are to be the focus of the revised assessment with some integration of science and social studies content.

Effective in 1996-97, the open-ended assessments were reinstated. The North Carolina Open-Ended Assessment was administered to students at grade 5 and 8 on a state-designated date in November. Because it was administered in the fall, the assessment at grade 5 measured grade 4 goals and objectives in the Communications Skills and Mathematics Curricula, and the assessment at grade 8 measured grade 7 goals and objectives in the Communications and Mathematics Curricula. The assessment was suspended during the 1998-1999 school year but was reinstated in 1999-2000 at grades 4 and 8. Open-ended assessments are now administered at grades 4 and 8 and are designed around a reading passage(s). While the assessment emphasizes reading, mathematics, and writing skills, social studies and science goals and objectives are embedded in the mathematics and reading items. Grade 8 still measures grade 7

objectives and grade 4 measures grade 3 objectives. One form of the test is administered statewide at grade levels 4 and 8 each year. Students are required to complete the test in 90 minutes.

Who is administered the assessment?

All public school students, including those enrolled in charter schools at grades 4 and 8 participate in the open-ended assessment .

What is the format and content of the assessment?

Each form of the open-ended assessment is designed around a reading passage(s) with test items that are loosely linked to the content of the passage(s). The passage(s) may include a variety of genres and writing for different purposes. Students may be directed to respond to open-ended items by:

- Constructing a response
- Writing sentences
- Designing brochures
- Explaining an author's purpose
- Solving problems
- Constructing tables, charts, or graphs
- Interpreting data
- Analyzing information
- Writing an essay

Each assessment consists of 12 items – six reading and six mathematics. Students are required to respond to the items in the space provided in the test booklet. While the content of the mathematics items is thematically linked to the reading passage, these items consistently measure the mathematics goals, objectives, and strands as independent items. Social studies and science skills and content are embedded within some of the reading and mathematics items.

The reading section of the grade 4 test contains an item that requires narrative writing; the grade 8 test contains an item that requires expository writing. These items allow for a three-fourths page response, and the scoring rubrics are developed to evaluate reading comprehension, composing, and applied language conventions.

How is the assessment scored?

Professional scorers score the open-ended assessment at grades 4 and 8. Data Recognition Corporation (Minneapolis, MN), the contractor in 1996-1997 and 1997-1998, served as the contractor again in 1999-2000. The scorers are trained using rubrics, scoring guides, and training materials developed by an advisory group of North Carolina teachers, curriculum specialists and NCDPI testing staff.

For scoring purposes, there is a general rubric for reading and a general rubric for mathematics. The use of a general rubric insures that the same level of expectation is maintained for all items within a content area. For example, a score point of two on one reading item should describe the same level of performance as a two on another reading item. In addition to a general rubric, each item has a specific scoring rubric that defines the levels of expectation for that particular item.

The number of score points in a rubric depends on the complexity of the item. Rubrics for items on the open-ended assessment range from two score points on a simple question to four score points for more complex items that require substantial elaboration.

What are the general rubrics for reading and mathematics?

The general rubrics for reading and mathematics items, which remain the same across years and forms, follow.

GENERAL RUBRIC

Reading

0 Answer is unresponsive, unrelated, or inappropriate.

1 Answer deals with material on a concrete, literal level that is accurate in most dimensions.

2 Answer deals with most aspects of the question and makes correct inferences, although mirror errors may exist. Comprehension is on an inferential level. The key skills are synthesis and analysis.

3 Answer addresses all aspects of the question, uses sound reasons and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.

GENERAL RUBRIC

Mathematics

0 Answer is unresponsive, unrelated, or inappropriate. Nothing correct.

1 Addresses item but only partially correct; something correct related to the question.

2 Answer deals correctly with most aspects of the question, but something is missing. May deal with all aspects but have minor errors.

3 All parts of the question are answered accurately and completely. All directions are followed.

How are scores reported?

LEA, school, and individual student reports from the November 1999 administration of the test, as well as student test booklets were returned to school systems in March 2000. On the individual student report, students received an open-ended total scale score with subscores for reading and mathematics. The graphic for each score shows the scale score obtained with bars to the left and right indicating one standard error of measurement around the score. The length of the bar indicates that the true score will be within this range of scale scores two-thirds of the time. (A sample of the individual student report is provided on pages 77 and 78 of this report.)

Student scores provide feedback to teachers for a clearer link between instruction and student performance. In addition, scoring guides are distributed to the teachers to assist with the interpretation of the open-ended test scores to students, parents, and administrators.

Raw Scores.
A score point of zero is given to responses that contain no information that is correct. A score point of one is assigned to responses at the concrete, literal level. At the higher score points

student answers are expected to be more complete, to have clear explanations, and to go beyond the literal level. Also at the higher score points students are expected to provide responses that demonstrate skills in analysis, interpretation, and/or evaluation of ideas and concepts.

Scale Scores.
The scales for the open-ended assessment were derived from the characteristics of the items when they were field tested during the 1997-1998 school year. Each of the three scales for each grade (reading, mathematics, and total score) was calibrated to have a mean of 50 and a standard deviation of 10. Table A (below) shows the state statistics for the 1999-2000 administration of the tests.

Table A. North Carolina Open-Ended Assessment Descriptive Statistics

			Total		Reading		Mathematics	
Grade	Year	N	Mean(SD)	Range	Mean(SD)	Range	Mean(SD)	Range
4	1999-2000	99,218	49.9(9.0)	24-83	49.7(10.0)	21-91	49.8(10.1)	26-80
8	1999-2000	90,196	53.0(10.5)	23-85	50.0(11.0)	16-89	56.0(12.4)	30-84

Achievement Levels.
Due to its first year of administration, achievement levels are not available for the grade 4 assessment. The distribution of scale scores and the achievement level ranges for grade 8 are located in Table B below. These achievement level ranges were determined using valuable input from North Carolina language arts/reading and mathematics teachers who participated in the 1996-1997 test administration.

Table B. North Carolina Open-Ended Assessment
Grade 8 Achievement Levels and Scale Scores

Achievement Level	Scale Scores		
	Reading	Mathematics	Total
Level I	12-35	30-36	23-37
Level II	36-44	37-48	38-47
Level III	45-58	49-61	48-59
Level IV	59-89	62-89	60-87

Equating Study

During the November 1999 administration of the North Carolina Open-Ended Assessment, an equating study was conducted to ensure that test forms are comparable from year to year. In order to accomplish this study, approximately one of every twenty-seven students administered the open-ended assessment received an equating study test form.

1999-2000 state-level Open-Ended Assessment results Grade Four

This is the first year of the grade 4 open-ended assessment; therefore, comparisons cannot be made with last year's scores. Results from the 1999-2000 administration revealed that students have difficulty analyzing text, making inferences, and drawing conclusions from what they have read. While students are usually able to read and comprehend at a concrete, literal level, they have difficulty using the text as support for analysis and evaluation. Students have difficulty using the supporting details of the text to go beyond the plot to the abstract.

Whether it is map reading, giving directions, or analyzing artwork, students have difficulty going beyond the literal level. Students also have difficulty with mathematics problems that require analyzing or creating charts, graphs, or tables. They appear to be unable to analyze the problems step-by-step. Because many of the reading and mathematics items are multi-leveled, students are required to read the problems carefully and acquire an understanding of the task before they respond to a problem.

The statewide total mean scale score for the 99,218 students tested in grade 4 in 1999-2000 was 49.9. The statewide mean mathematics scale score for these students was 49.8 and for reading it was 49.7.

Performance of subgroups at grade four

Gender. The 1999-2000 total mean scale score for the 48,443 females tested was 50.8 and the total mean scale score for the 50,513 males tested was 49.0. On the average, females scored 51.0, while males averaged 48.5 on the reading items for a difference of 2.5 points; in mathematics, the female scale score average was 50.4 and the male scale score average was 49.3 for those tested for a difference of 1.1 points.

Ethnicity. The total mean scale score for the 1,553 American Indian students taking the test was 46.6 compared to 52.0 for the 1,531 Asian students, 45.0 for the 29,406 Black students, 47.2 for the 3,070 Hispanic students, 50.0 for the 1,621 Multi-racial students, 52.4 for the 61,248 White students, and 49.1 for the 550 Other students.

The average reading scale score for American Indian students taking the test was 46.2 compared to 51.1 for Asian students, 45.4 for Black students, 47.0 for Hispanic students, 50.1 for Multi-racial students, 52.0 for White students, and 48.6 for Other students.

The mean for American Indian students taking the mathematics test was 46.8 compared to 52.7 for Asian students, 44.3 for Black students, 47.2 for Hispanic students, 49.8 for Multi-racial students, 52.6 for White students, and 49.3 for Other students.

Figure 1 depicts the total scale score at grade 4 by ethnicity and gender. Figure 3 illustrates the mean reading scale score at grade 4 by ethnicity and gender; Figure 5 illustrates the mean mathematics scale score at grade 4 by ethnicity and gender.

Exceptionality. The total mean scale score for all students was 49.9. Academically gifted students scored significantly above the average with a total mean scale score of 59.8. Students with disabilities scored from 3.6 to 15.3 points (depending upon their category of disability) below the mean scale score for all students. Section 504 (46.1) and Limited English Proficient (44.4) students scored below the average for all students.

Table 3 provides detailed results for exceptional, Section 504, Limited English Proficient students.

Modifications. Students receiving modifications scored from 1.2 to 9.4 points below the total mean score of 49.9 for all students. Students receiving the use of the typewriter or word processor modification, however, scored closest to the total mean scale score for all students (48.7).

Table 4 provides detailed results for students receiving modifications.

Title I. The mean total scale score for students *not* in a Title I program was 51.7 compared to 47.7 for students in a School Wide Title I program, 46.1 for students in a Targeted Assistance Title I program, and 49.8 for students in a Migrant Title I program.

Table 5 provides detailed results for students participating in Title I programs.

Grade Eight

The statewide total mean scale score for students in grade 8 in 1999-2000 was 53.0 with 90,196 students taking the test. The statewide mean mathematics scale score for these students was 56.0 and for reading it was 50.0

Performance of subgroups at grade eight

Gender. The 1999-2000 total mean scale score for the 44,642 females tested was 54.1 and the total mean scale score for the 45,323 males tested was 52.0. On the average, females scored 52.1, while males averaged 47.9 on the reading items for a difference of 4.2 points; in mathematics, the female scale score was 56.1 and the male scale score was 55.9 for those tested for a difference of 0.2 points.

Ethnicity. The total mean scale score for the 1,389 American Indian students taking the test was 49.3 compared to 55.0 for the 1,516 Asian students, 46.8 for the 25,077 Black students, 48.0 for the 2,354 Hispanic students, 52.4 for the 1,376 Multi-racial students, 56.0 for the 58,014 White students, and 50.4 for the 369 Other students.

The average reading scale score for American Indian students taking the test was 46.1 compared to 51.1 for Asian students, 45.4 for Black students, 45.2 for Hispanic students, 49.6 for Multi-racial students, 52.3 for White students, and 47.3 for Other students.

The mean for American Indian students taking the mathematics test was 52.4 compared to 58.9 for Asian students, 48.2 for Black students, 50.8 for Hispanic students, 55.0 for Multi-racial students, 59.6 for White students, and 53.3 for Other students.

Figure 2 depicts the total scale score at grade 8 by ethnicity and gender. Figure 4 illustrates the mean reading scale score at grade 8 by ethnicity and gender; Figure 6 illustrates the mean mathematics scale score at grade 8 by ethnicity and gender.

Exceptionality. The total mean scale score for all students was 53.0. Academically gifted students scored significantly above the average with a total mean scale score of 65.1. Students with disabilities scored from 4.7 to 18.6 points (depending upon their category of disability) below the mean scale score for all students. Section 504 (48.3) and Limited English Proficient (41.4) students scored below the average for all students.

Table 3 provides detailed results for exceptional, Section 504, Limited English Proficient students.

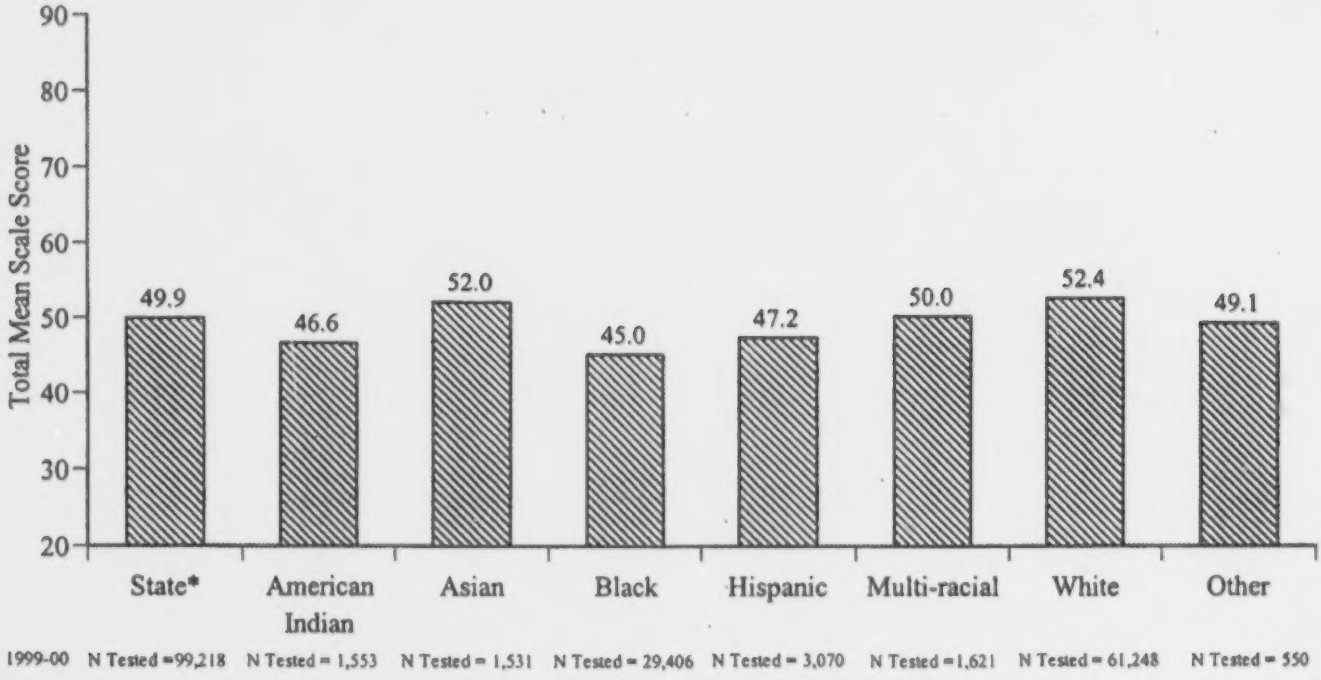
Modifications. Students receiving modifications scored from 1.8 to 13.8 points below the total mean score of 53.0 for all students. Students receiving the use of the typewriter or word processor modification, however, scored closest to the total mean scale score for all students (51.2).

Table 4 provides detailed results for students receiving modifications.

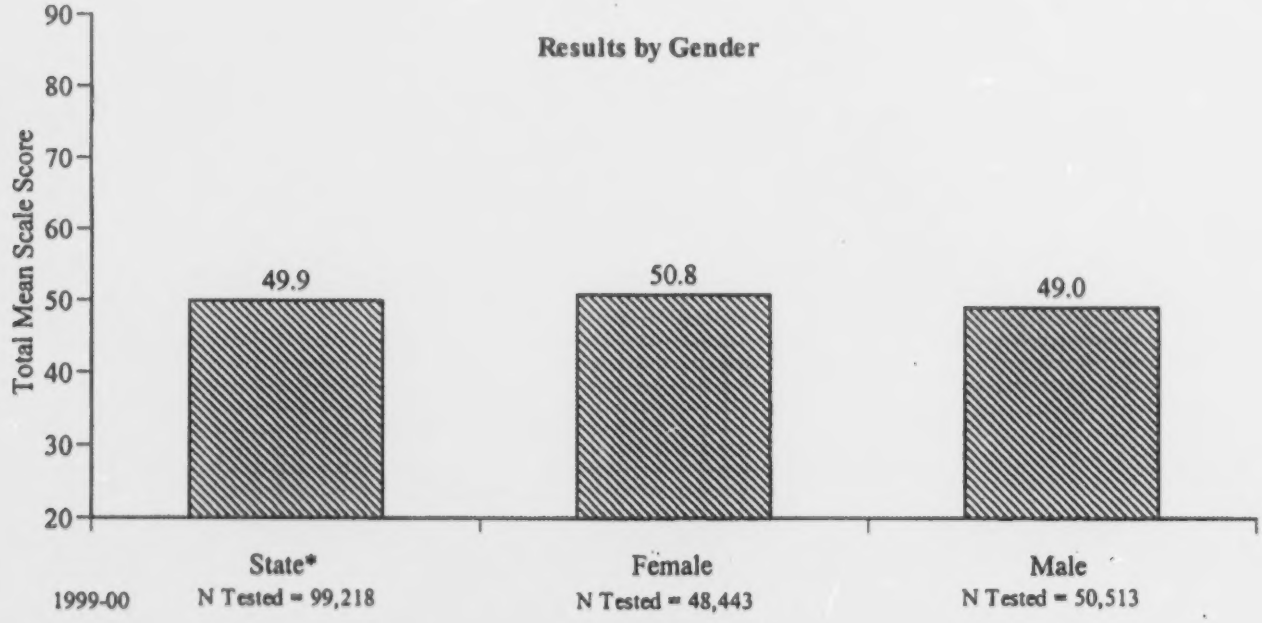
Title I. The mean total scale score for students *not* in a Title I program was 53.7 compared to 50.2 for students in a School Wide Title I program, 49.5 for students in a Targeted Assistance Title I program, and 50.8 for students in a Migrant Title I program.

Table 5 provides detailed results for students participating in Title I programs.

Figure 1. 1999-2000 North Carolina Open-Ended Assessment
Total Mean Scale Scores
Grade 4
Results by Ethnic Group

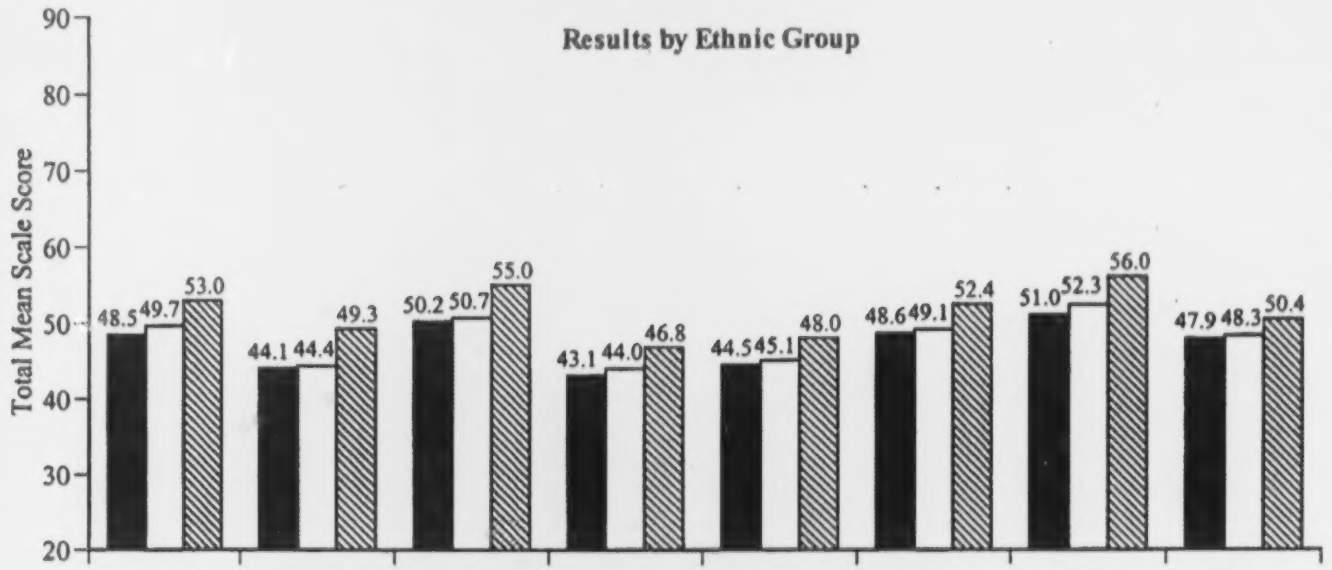


Results by Gender

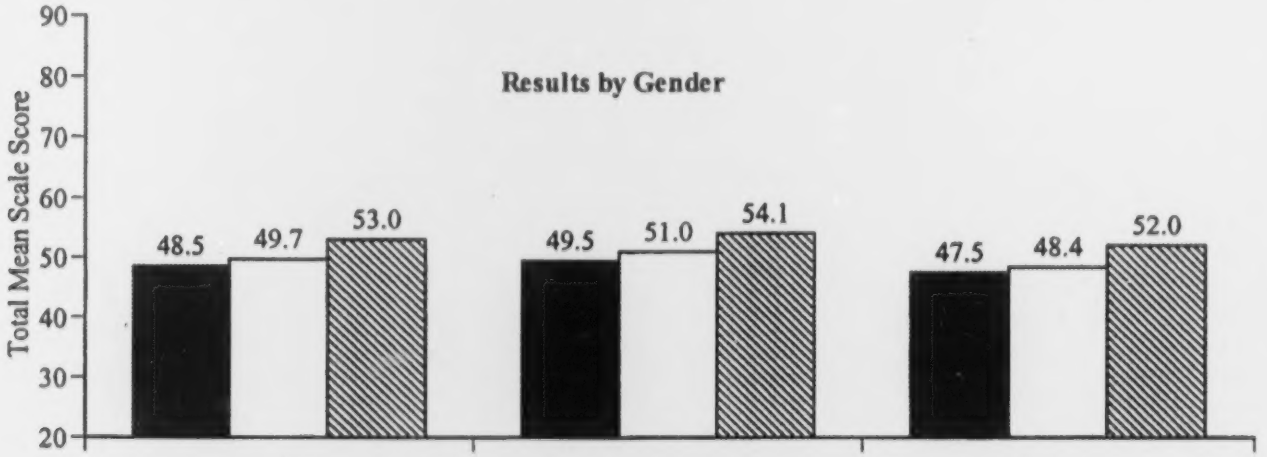


Note: *State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students.

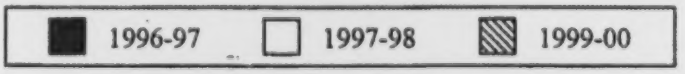
Figure 2. 1996-1998 and 1999-2000 North Carolina Open-Ended Assessment
Total Mean Scale Scores
Grade 8



1996-97	N Tested =86,479	N Tested = 1,502	N Tested = 1,135	N Tested = 24,598	N Tested =1,527	N Tested = 1,097	N Tested = 56,001	N Tested = 456
1997-98	N Tested = 87,663	N Tested = 1,427	N Tested = 1,293	N Tested = 24,186	N Tested = 1,759	N Tested = 1,318	N Tested = 57,126	N Tested = 404
1999-00	N Tested =90,196	N Tested = 1,389	N Tested = 1,516	N Tested = 25,077	N Tested = 2,354	N Tested = 1,376	N Tested = 58,014	N Tested = 369



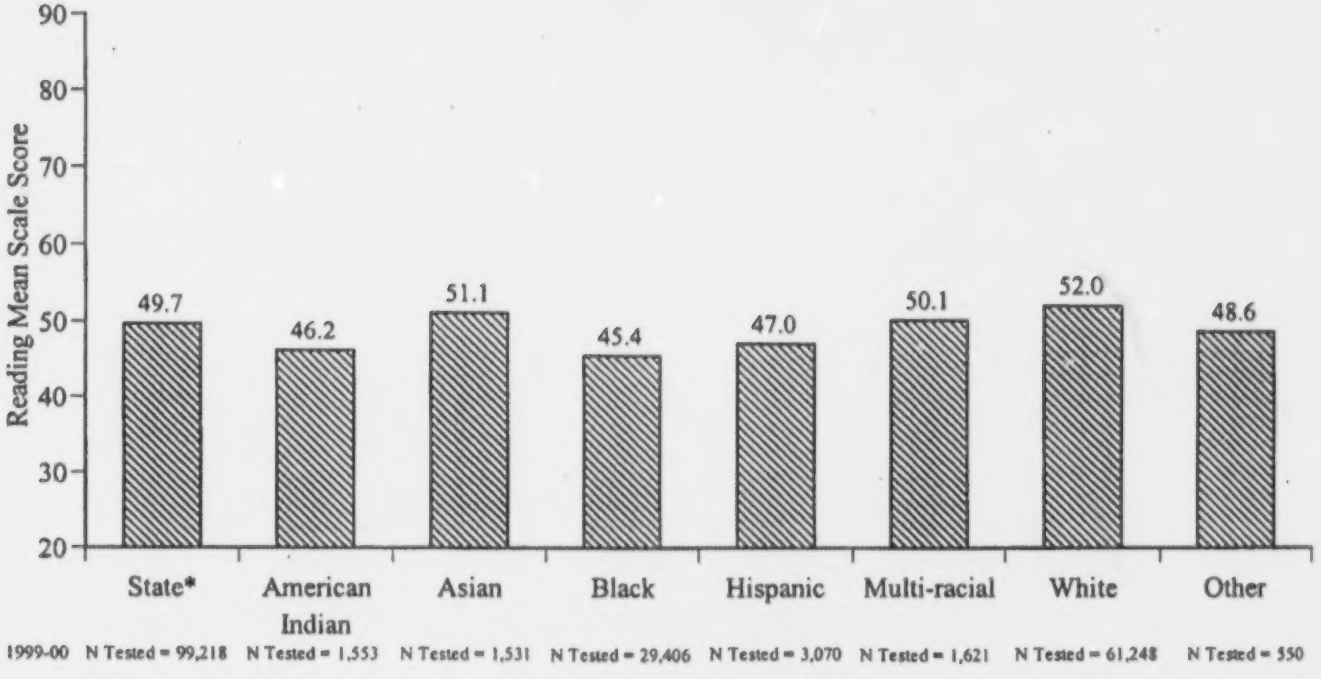
1996-97	N Tested = 86,479	N Tested = 42,692	N Tested = 43,680
1997-98	N Tested = 87,663	N Tested = 43,087	N Tested = 44,335
1999-00	N Tested = 90,196	N Tested = 44,642	N Tested = 45,323



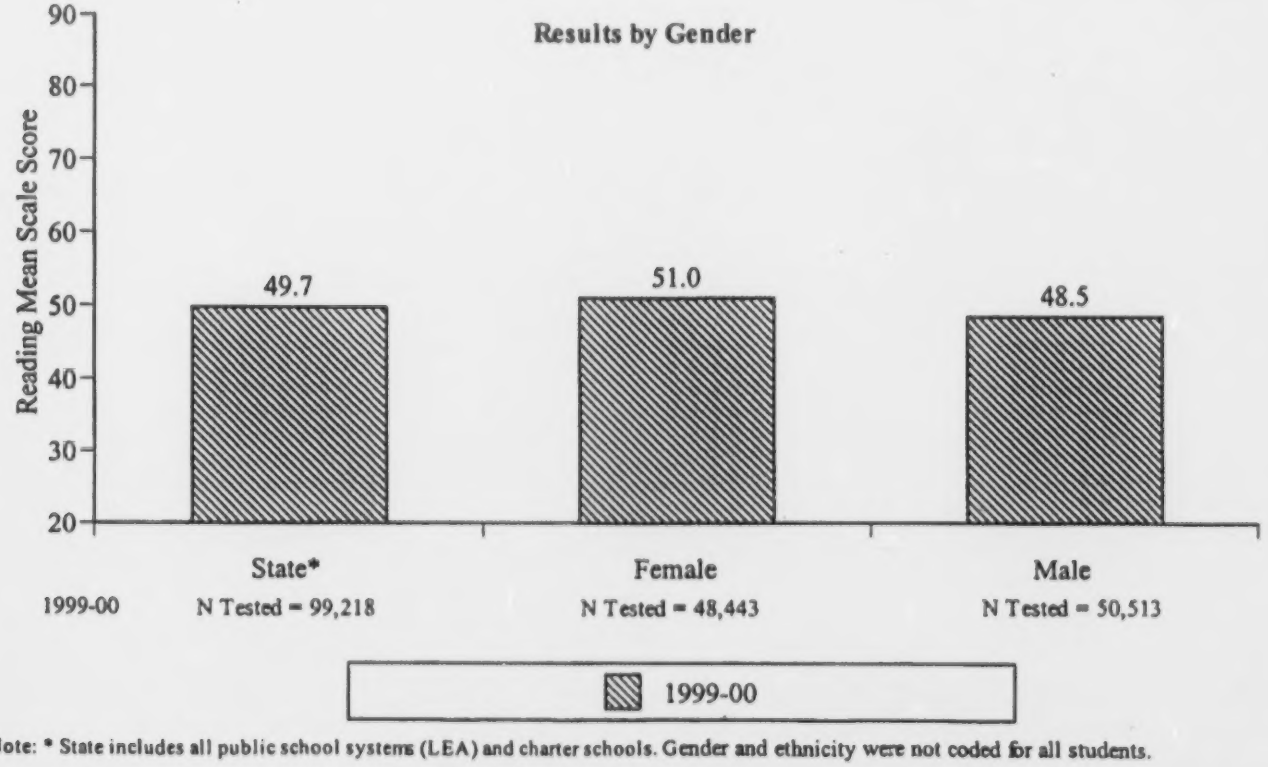
Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students. Test not administered in 1998-99.

Figure 3. 1999-2000 North Carolina Open-Ended Assessment
Reading Mean Scale Scores
Grade 4

Results by Ethnic Group

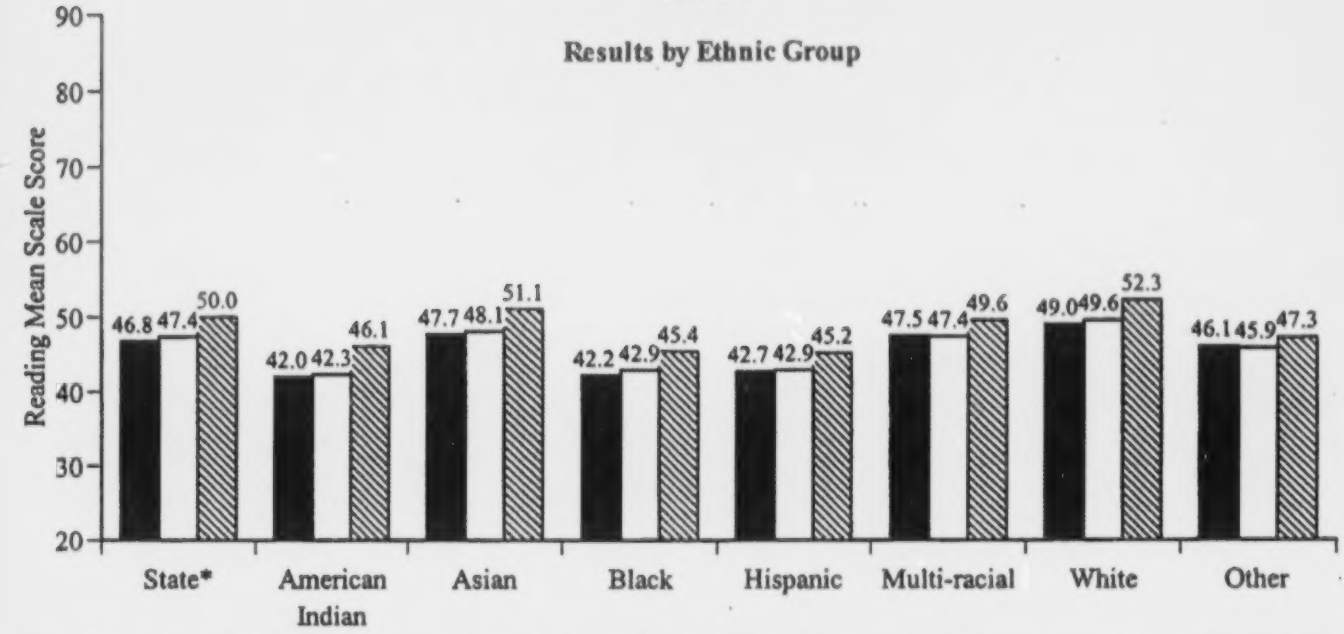


Results by Gender

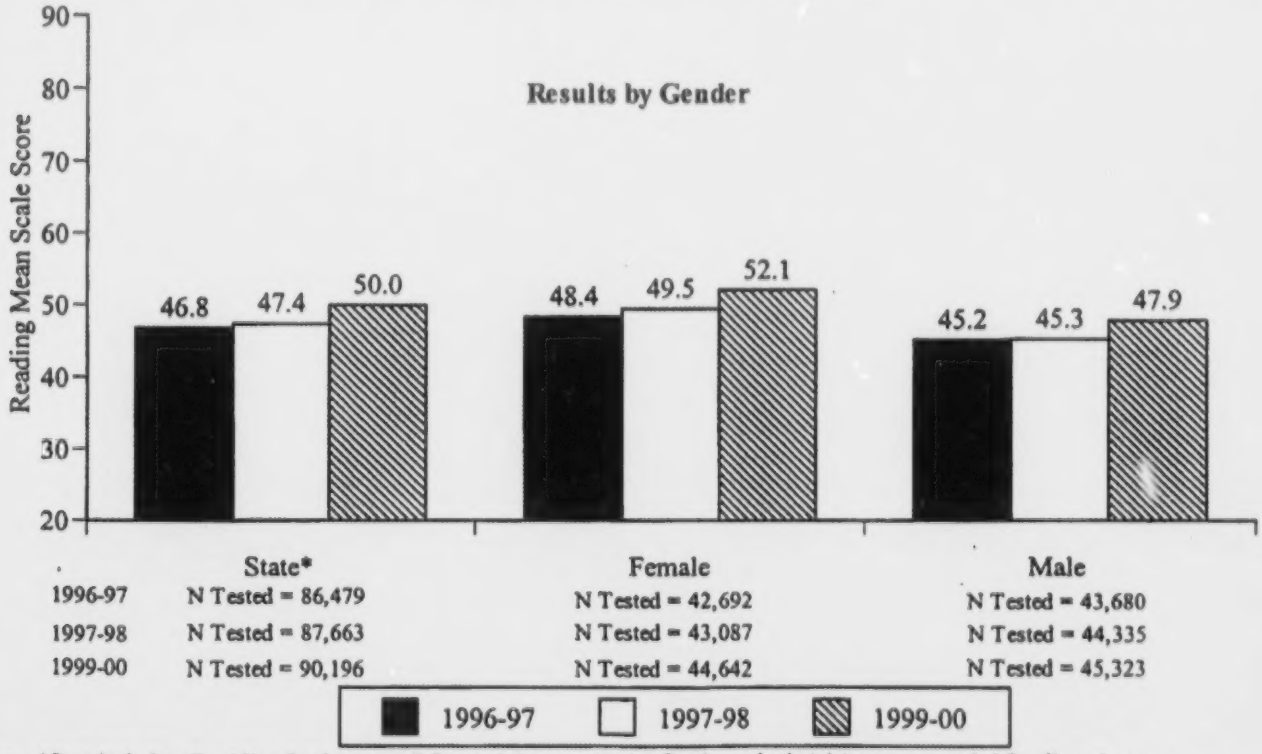


Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students.

Figure 4. 1996-1998 and 1999-2000 North Carolina Open-Ended Assessment
Reading Mean Scale Scores
Grade 8



996-97	N Tested = 86,479	N Tested = 1,502	N Tested = 1,135	N Tested = 24,598	N Tested = 1,527	N Tested = 1,097	N Tested = 56,001	N Tested = 456
997-98	N Tested = 87,663	N Tested = 1,427	N Tested = 1,293	N Tested = 24,186	N Tested = 1,759	N Tested = 1,318	N Tested = 57,126	N Tested = 404
999-00	N Tested = 90,196	N Tested = 1,389	N Tested = 1,516	N Tested = 25,077	N Tested = 2,354	N Tested = 1,376	N Tested = 58,014	N Tested = 369

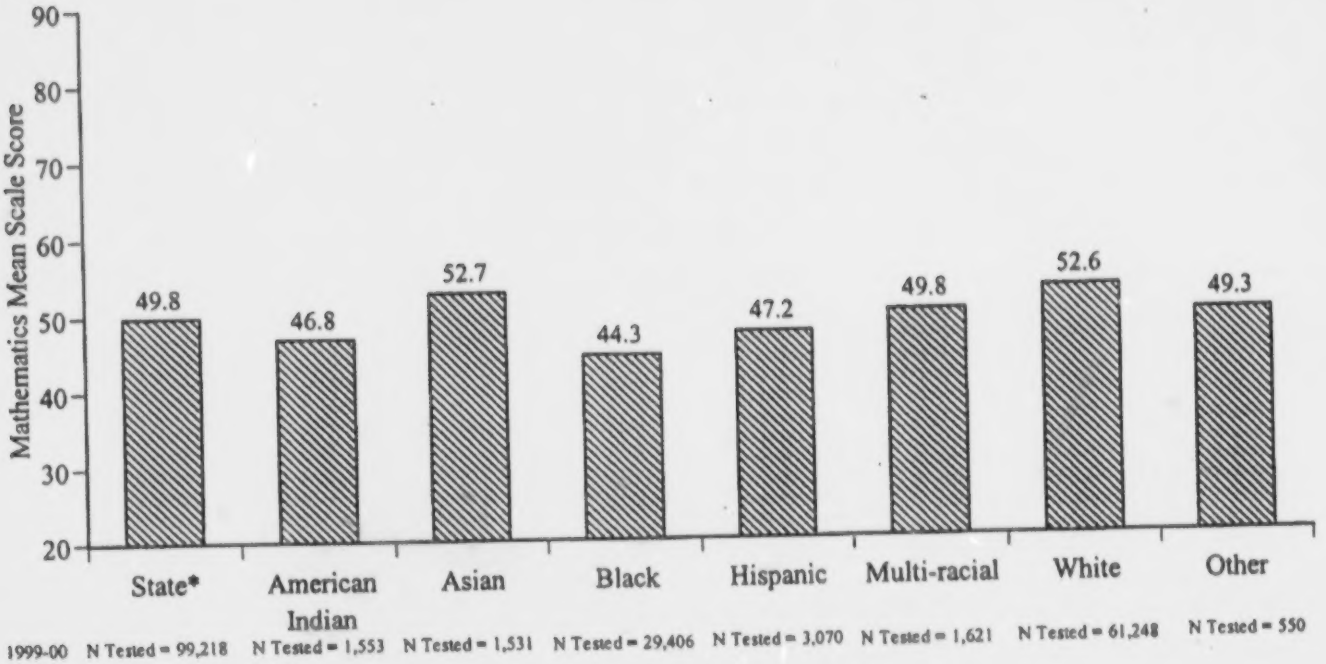


	State*	Female	Male
1996-97	N Tested = 86,479	N Tested = 42,692	N Tested = 43,680
1997-98	N Tested = 87,663	N Tested = 43,087	N Tested = 44,335
1999-00	N Tested = 90,196	N Tested = 44,642	N Tested = 45,323

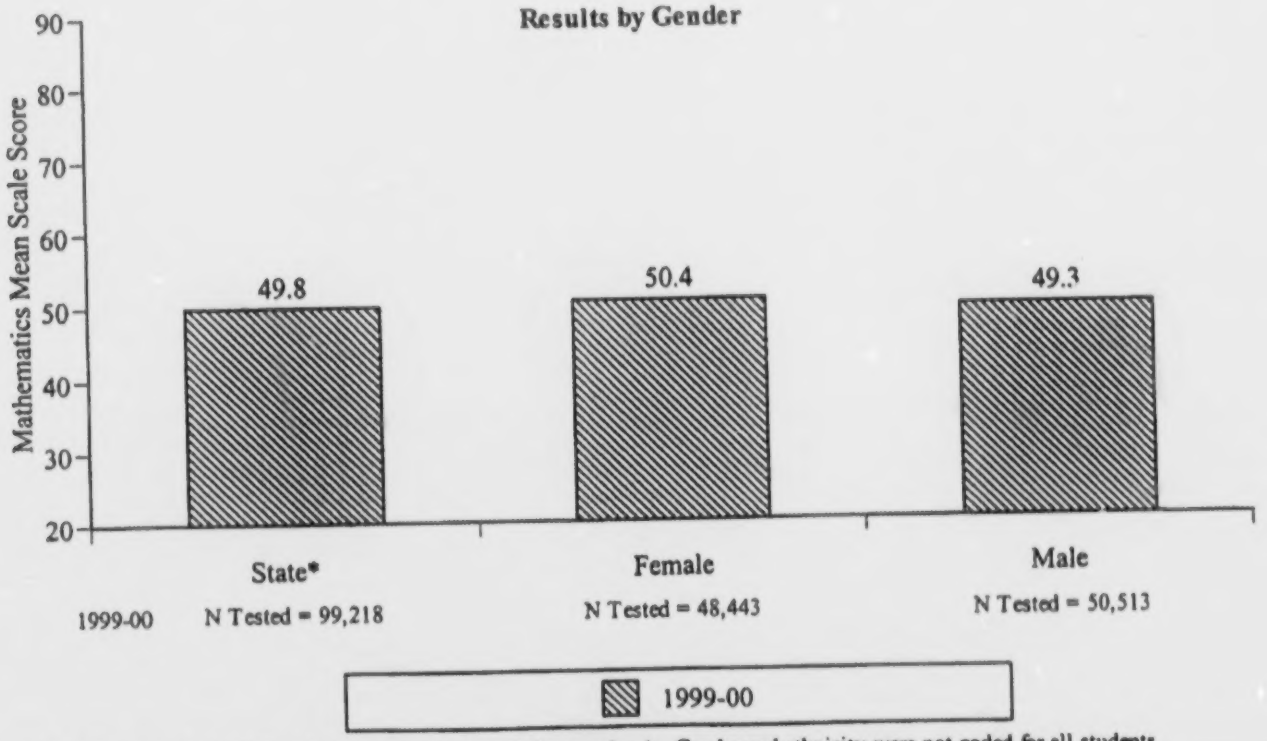
Note: *State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students. Tests not administered in 1998-99.

Figure 5. 1999-2000 North Carolina Open-Ended Assessment
Mathematics Mean Scale Scores
Grade 4

Results by Ethnic Group

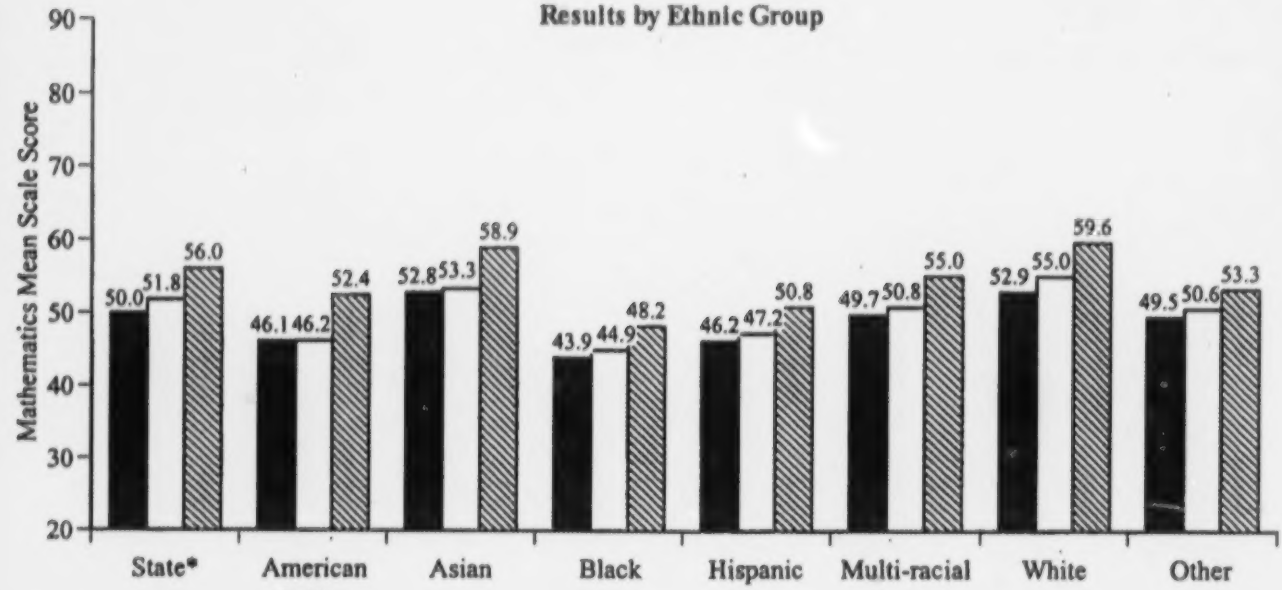


Results by Gender

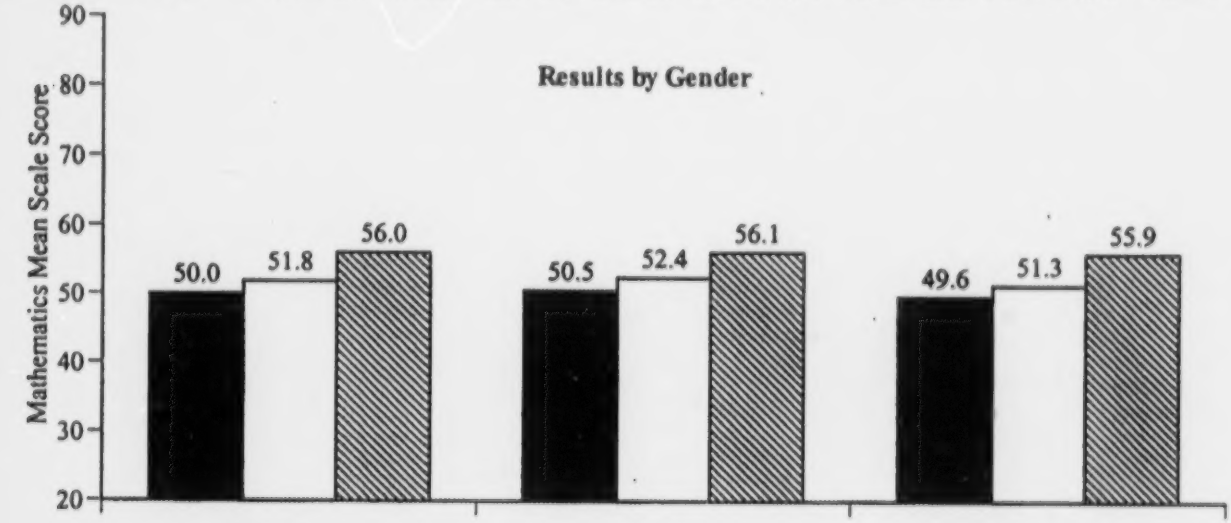


Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students.

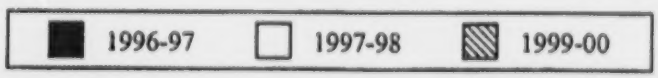
Figure 6. 1996-1998 and 1999-2000 North Carolina Open-Ended Assessment
Mathematics Mean Scale Scores
Grade 8



1996-97	N Tested = 86,479	N Tested = 1,502	N Tested = 1,135	N Tested = 24,598	N Tested = 1,527	N Tested = 1,097	N Tested = 56,001	N Tested = 456
1997-98	N Tested = 87,663	N Tested = 1,427	N Tested = 1,293	N Tested = 24,186	N Tested = 1,759	N Tested = 1,318	N Tested = 57,126	N Tested = 404
1999-00	N Tested = 90,196	N Tested = 1,389	N Tested = 1,516	N Tested = 25,077	N Tested = 2,354	N Tested = 1,376	N Tested = 58,014	N Tested = 369

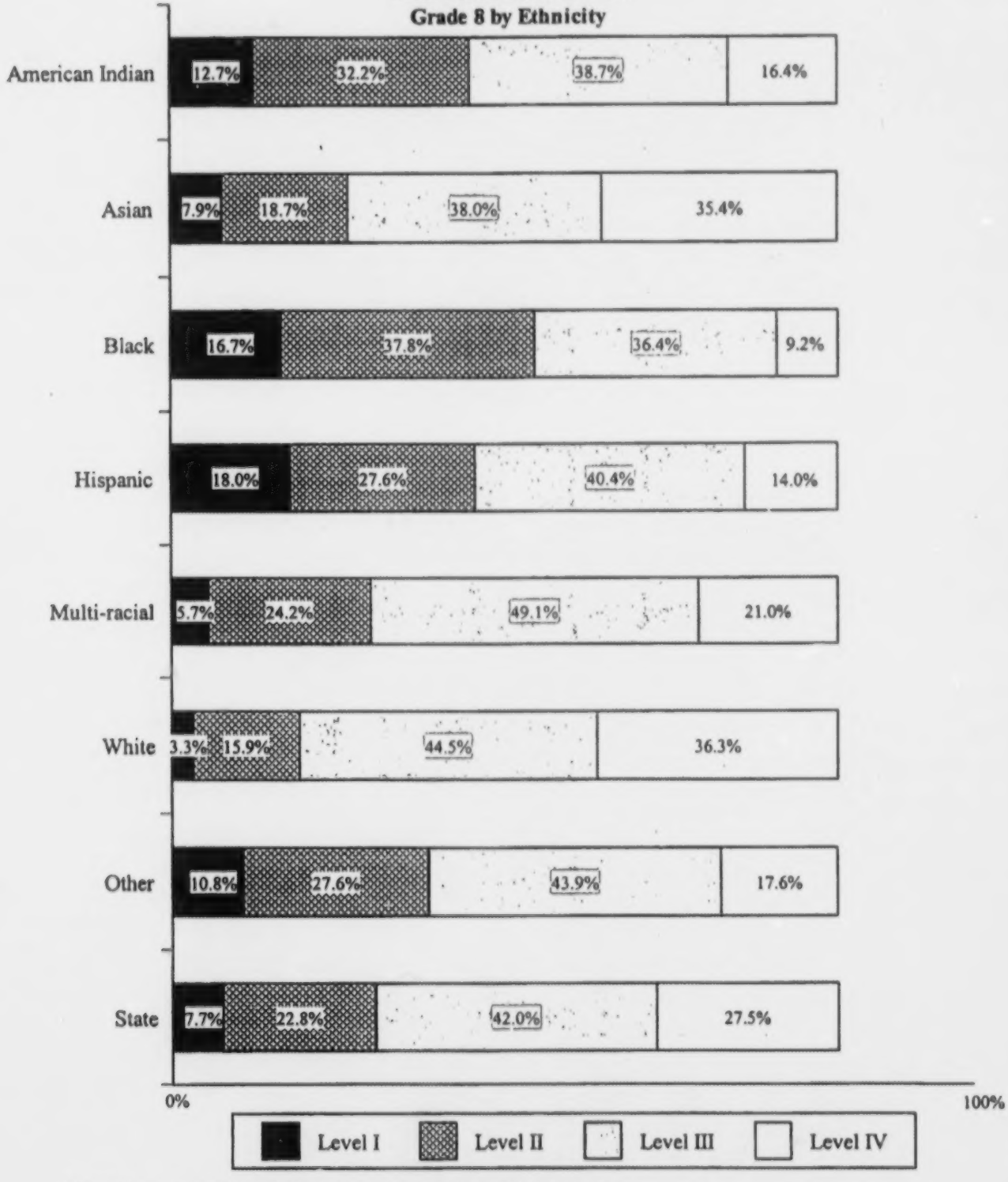


1996-97	N Tested = 86,479	N Tested = 42,692	N Tested = 43,680
1997-98	N Tested = 87,663	N Tested = 43,087	N Tested = 44,335
1999-00	N Tested = 90,196	N Tested = 44,642	N Tested = 45,323



Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students. Tests not administered in 1998-99.

Figure 7. 1999-2000 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Mean Scale Scores
Grade 8 by Ethnicity



Note: Achievement levels for each ethnicity category may not add to 100% due to rounding.

Table 1. 1999-2000 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Mean Scale Scores
Grade 8 by Ethnicity

All Students	N	%
Achievement Level I	6,949	7.7
Achievement Level II	20,561	22.8
Achievement Level III	37,857	42.0
Achievement Level IV	24,825	27.5
% Students at III or IV	**62,682**	**69.5**

American Indian	N	%
Achievement Level I	176	12.7
Achievement Level II	447	32.2
Achievement Level III	538	38.7
Achievement Level IV	228	16.4
% Students at III or IV	**766**	**55.1**

Asian	N	%
Achievement Level I	119	7.9
Achievement Level II	284	18.7
Achievement Level III	576	38.0
Achievement Level IV	537	35.4
% Students at III or IV	**1,113**	**73.4**

Black	N	%
Achievement Level I	4,186	16.7
Achievement Level II	9,466	37.8
Achievement Level III	9,125	36.4
Achievement Level IV	2,300	9.2
% Students at III or IV	**11,425**	**45.6**

Hispanic	N	%
Achievement Level I	424	18.0
Achievement Level II	650	27.6
Achievement Level III	950	40.4
Achievement Level IV	330	14.0
% Students at III or IV	**1280**	**54.4**

Multi-racial	N	%
Achievement Level I	78	5.7
Achievement Level II	333	24.2
Achievement Level III	676	49.1
Achievement Level IV	289	21.0
% Students at III or IV	**965**	**70.1**

White	N	%
Achievement Level I	1,904	3.3
Achievement Level II	9,245	15.9
Achievement Level III	25,801	44.5
Achievement Level IV	21,060	36.3
% Students at III or IV	**46,861**	**80.8**

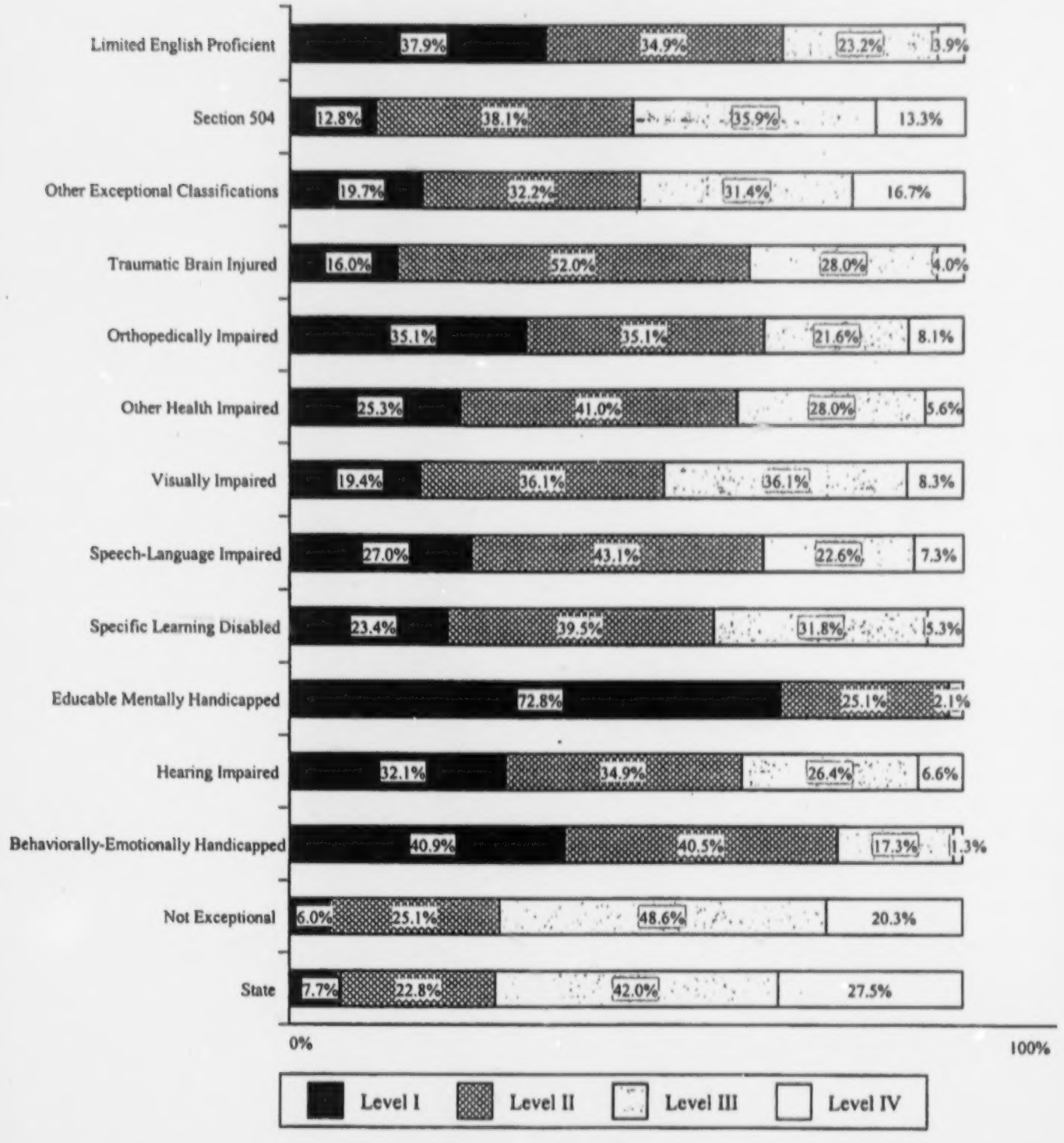
Other	N	%
Achievement Level I	40	10.8
Achievement Level II	102	27.6
Achievement Level III	162	43.9
Achievement Level IV	65	17.6
% Students at III or IV	**227**	**61.5**

	N	%
All Students	90,196	100.0
American Indian	1,389	1.5
Asian	1,516	1.7
Black	25,077	27.8
Hispanic	2,354	2.6
Multi-Racial	1,376	1.5
White	58,014	64.3
Other	369	0.4

Notes: Due to rounding, some ethnicity categories may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, the ethnic categories may not be equal to "All Students" because some students may not have coded in an ethnic category.

BEST COPY AVAILABLE

Figure 8. 1999-2000 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Mean Scale Scores
Grade 8 by Disability



Note: Achievement levels for each ethnicity category may not add to 100% due to rounding.

BEST COPY AVAILABLE

Table 2. 1999-2000 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Mean Scale Scores
by Disability and Limited English Proficient
Grade 8

Not Exceptional	N	%
Achievement Level I	4,000	6.0
Achievement Level II	16,643	25.1
Achievement Level III	32,281	48.6
Achievement Level IV	13,471	20.3
% Students at III or IV	**45,752**	**68.9**

Behaviorally-Emotionally Handicapped	N	%
Achievement Level I	342	40.9
Achievement Level II	339	40.5
Achievement Level III	145	17.3
Achievement Level IV	11	1.3
% Students at III or IV	**156**	**18.6**

Hearing Impaired	N	%
Achievement Level I	34	32.1
Achievement Level II	37	34.9
Achievement Level III	28	26.4
Achievement Level IV	7	6.6
% Students at III or IV	**35**	**33.0**

Educable Mentally Handicapped	N	%
Achievement Level I	718	72.8
Achievement Level II	248	25.1
Achievement Level III	21	2.1
Achievement Level IV	0	0.0
% Students at III or IV	**21**	**2.1**

Specific Learning Disabled	N	%
Achievement Level I	1,394	23.4
Achievement Level II	2,356	39.5
Achievement Level III	1,900	31.8
Achievement Level IV	317	5.3
% Students at III or IV	**2,217**	**37.2**

Speech-Language Disabled	N	%
Achievement Level I	37	27.0
Achievement Level II	59	43.1
Achievement Level III	31	22.6
Achievement Level IV	10	7.3
% Students at III or IV	**41**	**29.9**

Visually Impaired	N	%
Achievement Level I	7	19.4
Achievement Level II	13	36.1
Achievement Level III	13	36.1
Achievement Level IV	3	8.3
% Students at III or IV	**16**	**44.4**

Other Health Impaired	N	%
Achievement Level I	247	25.3
Achievement Level II	400	41.0
Achievement Level III	273	28.0
Achievement Level IV	55	5.6
% Students at III or IV	**328**	**33.6**

Orthopedically Impaired	N	%
Achievement Level I	13	35.1
Achievement Level II	13	35.1
Achievement Level III	8	21.6
Achievement Level IV	3	8.1
% Students at III or IV	**11**	**29.7**

Traumatic Brain Injured	N	%
Achievement Level I	4	16.0
Achievement Level II	13	52.0
Achievement Level III	7	28.0
Achievement Level IV	1	4.0
% Students at III or IV	**8**	**32.0**

Other Exceptional Classifications	N	%
Achievement Level I	47	19.7
Achievement Level II	77	32.2
Achievement Level III	75	31.4
Achievement Level IV	40	16.7
% Students at III or IV	**115**	**48.1**

Section 504	N	%
Achievement Level I	125	12.8
Achievement Level II	373	38.1
Achievement Level III	352	35.9
Achievement Level IV	130	13.3
% Students at III or IV	**482**	**49.2**

Limited English Proficient	N	%
Achievement Level I	328	37.9
Achievement Level II	302	34.9
Achievement Level III	201	23.2
Achievement Level IV	34	3.9
% Students at III or IV	**235**	**27.2**

Notes: Due to rounding, some categories may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.

BEST COPY AVAILABLE

Table 3. 1999-2000 North Carolina Open-Ended Assessment
Average Performance of Students with Disabilities or Limited English Proficiency
Grade 4

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	99,218	100.0	49.7	49.8	49.9
Not Exceptional	74,438	76.0	49.1	48.9	49.1
Academically Gifted	12,468	12.7	58.9	60.8	59.8
Students with Disabilities	11,061	11.3			
Behaviorally-Emotionally Handicapped	730	0.7	39.9	40.8	41.0
Hearing Impaired	141	0.1	41.1	44.7	43.0
Educable Mentally Handicapped	699	0.8	38.7	38.0	38.0
Specific Learning Disabled	6,185	6.3	44.6	45.6	45.2
Speech-Language Impaired	1,631	1.8	48.9	46.5	46.7
Visually Impaired	41	0.0	43.9	42.3	43.3
Other Health Impaired	697	0.8	43.8	43.8	44.0
Orthopedically Impaired	49	0.1	45.6	43.6	44.7
Traumatic Brain Injured	16	0.0	*	*	*
Other Exceptional Classifications	512	0.5	45.1	46.9	46.1
Section 504	1,267	1.4	43.1	43.1	43.2
Limited English Proficient	1,426	1.4	43.4	45.2	44.4

Grade 8

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	89,199	100.0	50.0	50.0	50.0
Not Exceptional	66,395	74.4	49.3	54.6	52.0
Academically Gifted	13,526	15.2	60.2	69.9	65.1
Students with Disabilities	9,346	10.5			
Behaviorally-Emotionally Handicapped	832	0.9	38.1	42.9	40.5
Hearing Impaired	106	0.1	40.5	45.5	43.0
Educable Mentally Handicapped	918	1.0	39.9	39.8	39.9
Specific Learning Disabled	5,967	6.7	41.5	47.8	44.7
Speech-Language Impaired	130	0.1	54.9	46.5	50.7
Visually Impaired	36	0.0	45.9	47.4	46.7
Other Health Impaired	775	0.9	48.9	48.8	48.9
Orthopedically Impaired	37	0.0	41.6	44.7	43.1
Traumatic Brain Injured	28	0.0	*	*	*
Other Exceptional Classifications	239	0.3	44.0	51.7	47.8
Section 504	980	1.1	45.5	53.0	49.2
Limited English Proficient	865	1.0	37.8	44.9	41.4

Notes: *No scores are reported for groups with less than thirty students.

[1]Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Temporary Disability", "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2]"Mean Total" is the mean scale score in reading and mathematics combined.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

BEST COPY AVAILABLE

Table 4. 1999-2000 North Carolina Open-Ended Assessment
Average Performance of Students Taking Modified Tests
Grade 4

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	[illegible]	100.0	[illegible]	[illegible]	[illegible]
Braille Edition	8	0.0	*	*	*
Large Print	[illegible]	0.2	[illegible]	[illegible]	[illegible]
Assistive Technology	32	0.1	*	*	*
Braille Writer	[illegible]	0.0	[illegible]	[illegible]	[illegible]
Cranmer Abacus	6	0.0	*	*	*
Dictation to Scribe	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Interpreter Signs Test	35	0.1	36.5	44.6	40.5
Magnification Devices	[illegible]	0.1	[illegible]	[illegible]	[illegible]
Student Marks in Text Book	3,167	10.7	43.9	44.7	44.4
Test Administrator Reads Test Aloud	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Use of Typewriter or Word Processor	34	0.1	47.3	49.9	48.7
Hospital/Home Testing	[illegible]	0.0	[illegible]	[illegible]	[illegible]
Multiple Test Sessions	1,822	6.1	43.5	44.3	44.0
Scheduled Extended Time	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Testing in a Separate Room	8,073	27.2	43.7	44.5	44.3
English Native Language Dictionary, Electronic Trans.	[illegible]	0.2	[illegible]	[illegible]	[illegible]
Approved AR-99	3	0.0	*	*	*

Grade 8

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	[illegible]	100.0	[illegible]	[illegible]	[illegible]
Braille Edition	4	0.0	*	*	*
Large Print	[illegible]	0.2	[illegible]	[illegible]	[illegible]
Assistive Technology	11	0.1	*	*	*
Braille Writer	[illegible]	0.0	[illegible]	[illegible]	[illegible]
Cranmer Abacus	1	0.0	*	*	*
Dictation to Scribe	[illegible]	1.5	[illegible]	[illegible]	[illegible]
Interpreter Signs Test	31	0.2	36.4	42.3	39.2
Magnification Devices	[illegible]	0.1	[illegible]	[illegible]	[illegible]
Student Marks in Text Book	1,419	7.1	40.1	45.5	42.8
Test Administrator Reads Test Aloud	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Use of Typewriter or Word Processor	83	0.4	48.9	53.4	51.2
Hospital/Home Testing	[illegible]	0.1	[illegible]	[illegible]	[illegible]
Multiple Test Sessions	791	4.0	39.2	44.9	42.0
Scheduled Extended Time	[illegible]	35.4	[illegible]	[illegible]	[illegible]
Testing in a Separate Room	5,739	28.8	39.3	44.6	41.9
English Native Language Dictionary, Electronic Trans.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Notes: *No scores are reported for groups with less than thirty students.

[1]Percents are based on the sum of the students in the modification categories.

[2]"Mean Total" is the mean scale score in reading and mathematics combined.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

BEST COPY AVAILABLE

Table 5. 1999-2000 North Carolina Open-Ended Assessment
Average Performance of Students Participating in a Title I Program

Grade 4

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	99,218	100.0	49.7	49.8	49.8
Not in Title I Program	38,112	38.4	51.4	51.8	51.7
Schoolwide Program	55,986	56.3	47.7	47.8	47.8
Targeted Assistance Program	3,894	3.9	45.9	46.0	46.1
Migrant Program	68	0.1	43.6	50.1	46.8

Grade 8

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	90,429	100.0	50.0	56.0	53.0
Not in Title I Program	69,843	77.4	50.5	56.8	53.7
Schoolwide Program	18,497	18.0	47.7	52.8	50.2
Targeted Assistance Program	1,481	1.6	46.7	52.2	49.5
Migrant Program	209	0.1	46.5	55.0	50.8

BEST COPY AVAILABLE

Note: [1]Percents are based on the number tested in the "All Students" category.
[2]"Mean Total" is the mean scale score in reading and mathematics combined.

Table 6. 1999-2000 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Western Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	99,218	49.7	49.8	49.9
Western Region	7,210	50.8	51.4	51.2
Buncombe	1,866	52.1	52.9	52.6
Asheville City	301	49.7	50.1	50.0
Francine Delaney**	12	*	*	*
Evergreen Community**	26	*	*	*
Cherokee	276	51.5	52.5	52.1
The Learning Center**	10	45.9	48.9	47.6
Clay	87	53.4	48.3	50.9
Graham	91	50.9	47.0	49.1
Haywood	597	51.2	51.3	51.4
Henderson	857	52.5	53.0	52.9
Mountain Community*	16	*	*	*
Jackson	283	52.2	51.5	52.0
Summit Charter**	20	54.4	51.6	53.1
Macon	302	51.7	52.6	52.2
Madison	183	46.7	48.4	47.7
McDowell	533	47.9	48.2	48.2
Mitchell	177	49.5	50.2	49.9
Polk	171	54.6	54.9	54.8
Rutherford	799	47.8	49.3	48.7
Swain	124	48.9	50.3	49.8
Transylvania	274	52.5	52.7	52.7
Brevard Academy**	15	50.1	52.0	51.3
Yancey	180	47.4	50.3	48.8

Northwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	99,218	49.7	49.8	49.9
Northwest Region	15,477	50.1	50.3	50.3
Alexander	389	50.7	48.9	49.9
Alleghany	113	48.5	48.5	48.6
Ashe	324	50.9	53.0	52.1
Avery	170	54.3	53.2	53.9
Crossmore Academy**	6	*	*	*
Burke	1,171	51.3	52.0	51.8
Caldwell	991	50.2	48.2	49.3
Catawba	1,212	50.7	51.5	51.2
Engelmann**	26	44.3	43.2	43.8
Hickory City	355	50.2	51.0	50.8
Newton-Conover City	200	45.6	49.3	47.6
Davidson	1,502	50.5	50.8	50.7
Lexington City	238	46.0	45.6	45.5
Thomasville City	194	46.9	47.1	47.1
Davie	459	48.4	51.9	50.2
Winston-Salem/Forsyth	3,485	50.2	49.7	50.1
Quality Education**	0	*	*	*
C.G. Woodson**	20	44.5	45.4	45.2
East Winston Primary**	13	38.8	37.6	38.1
Forsyth Academies**	39	*	*	*
Iredell-Statesville	1,333	48.6	48.0	48.4
American Renaissance**	18	46.4	40.8	43.7
Mooresville City	513	49.8	50.2	49.3
Stokes	546	49.2	51.7	50.6
Surry	689	50.2	50.1	50.3
Elkin City	87	54.3	53.8	54.1
Bridges**	9	56.4	46.5	51.1
Mount Airy City	157	52.2	52.3	52.4
Starmount	354	50.2	55.0	52.4
Wilkes	754	51.2	52.0	51.8
Yadkin	436	50.0	52.4	51.0

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

BEST COPY AVAILABLE

Table 7. 1999-2000 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Southwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	99,218	49.7	49.8	49.9
Southwest Region	21,853	49.7	49.6	49.8
Anson	370	43.1	44.6	43.8
Cabarrus	1,444	53.6	54.2	54.0
Kannapolis City	382	47.7	48.1	48.0
Cleveland	789	49.8	50.1	50.1
Kings Mountain City	360	50.1	50.7	50.5
Shelby City	272	47.2	47.4	47.4
Gaston	2,730	49.5	49.8	49.8
Hoke	537	46.4	46.3	46.5
Lincoln	750	49.5	51.9	50.5
Lincoln Charter**	39	51.5	54.2	53.0
Charlotte-Mecklenburg	7,295	49.8	49.2	49.5
Community Charter **	10	47.8	38.1	43.2
Sugar Creek**	78	43.3	39.6	41.6
Montgomery	357	47.2	45.9	46.7
Moore	930	48.6	49.6	49.2
STARS**	18	47.2	44.3	45.8
Richmond	852	47.0	46.2	46.7
Rowan-Salisbury	1,553	50.4	49.2	50.0
Rowan Academy**	47	46.5	48.4	47.6
Scotland	530	48.4	47.2	47.9
Stanly	708	49.8	49.7	49.8
Union	1,761	51.9	52.2	52.2

Northeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	99,218	49.7	49.8	49.9
Northeast Region	6,767	47.7	47.8	47.9
Beaufort	349	50.9	50.6	50.7
Bertie	274	44.7	46.3	45.6
Camden	101	49.5	51.0	50.4
Edenton/Chowan	175	45.3	45.8	45.7
Currituck	350	50.8	52.9	51.9
Dare	391	52.9	50.9	52.0
Edgecombe	575	45.9	45.1	45.5
Gates	165	48.8	47.9	48.5
Halifax	449	48.1	48.2	48.2
Roanoke Rapids City	238	50.5	52.0	51.3
Weldon City	109	45.5	48.3	46.9
Hertford	300	44.6	45.3	45.1
Hyde	63	44.9	47.3	46.1
Martin	385	43.9	45.5	44.9
Northampton	302	48.1	45.6	46.5
Elizabeth City/Pasquotank	512	48.2	49.3	48.8
Perquimans	233	49.9	47.7	48.8
Pitt	1,541	48.6	47.5	48.2
Tyrrell	54	49.2	50.9	50.1
Washington	197	44.0	43.8	44.1

BEST COPY AVAILABLE

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Table 8. 1999-2000 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Southeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total * Scale Score
State	**99,218**	**49.7**	**49.8**	**49.9**
Southeast Region	**17,456**	**48.6**	**48.6**	**48.7**
[illegible]	426	44.6	44.9	44.8
Brunswick	820	49.2	50.6	50.0
[illegible]	642	49.5	49.3	49.4
Tiller School**	14	*	*	*
[illegible]	591	46.8	47.7	47.9
Whiteville City	198	47.6	50.2	49.0
[illegible]	1,157	49.5	48.6	49.2
Cumberland	4,006	48.8	48.3	48.7
[illegible]	695	47.2	47.4	47.4
Greene	200	49.7	50.1	50.0
[illegible]	198	47.5	52.2	50.0
Lenoir	741	48.8	47.6	48.3
[illegible]	20	36.0	37.3	36.8
New Hanover	1,678	50.4	51.8	51.2
[illegible]	1,527	49.9	50.4	50.2
Phase Academy**	19	*	*	*
[illegible]	116	51.2	53.2	52.3
Arapahoe**	31	54.5	54.1	54.5
[illegible]	489	49.2	49.0	49.0
Robeson	1,759	45.4	46.5	46.1
[illegible]	587	48.2	47.4	47.6
Clinton City	202	48.9	47.8	48.5
[illegible]	1,512	48.6	47.8	48.2

Central Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total * Scale Score
State	**99,218**	**49.7**	**49.8**	**49.9**
Central Region	**30,391**	**50.3**	**50.5**	**50.5**
[illegible]	1,603	52.2	52.3	52.3
River Mill Charter**	19	48.8	48.4	48.7
[illegible]	776	49.8	49.9	49.9
Chatham	560	49.4	50.7	50.1
[illegible]	18	50.9	53.1	52.1
Woods Charter**	8	55.1	50.3	52.8
[illegible]	2,248	48.1	48.9	48.5
Maureen Joy**	24	41.5	41.4	41.6
[illegible]	69	42.3	43.4	43.1
Carter Community**	17	42.7	39.9	41.4
[illegible]	18	40.9	41.8	41.4
Research Triangle**	9	*	*	*
[illegible]	19	40.0	40.6	40.1
Franklin	622	48.8	47.7	48.3
[illegible]	627	48.3	48.3	48.4
Guilford	4,920	49.2	49.1	49.3
[illegible]	55	56.3	57.5	56.3
Harnett	1,223	49.1	48.4	48.8
[illegible]	19	*	*	*
Johnston	1,634	52.0	52.3	52.2
[illegible]	732	47.9	49.0	49.0
Nash/Rocky Mount	1,360	49.0	48.4	48.8
[illegible]	79	46.1	44.9	45.0
Orange	547	52.1	52.9	52.6
[illegible]	22	49.7	50.2	50.0
Chapel Hill/Carrboro City	680	56.8	56.9	56.9
[illegible]	75	48.1	49.9	49.2
Person	499	48.1	47.5	47.9
[illegible]	1,488	50.7	51.8	51.3
Asheboro City	334	50.4	50.4	50.5
[illegible]	2,018	49.7	49.3	49.5
Vance	631	44.9	45.2	45.2
[illegible]	38	43.2	42.6	42.6
Wake	7,481	52.4	53.0	52.8
[illegible]	42	49.4	49.4	49.0
Sterling Montessori**	18	48.3	46.2	47.4
[illegible]	45	52.8	54.9	56.0
East Wake Academy**	32	46.1	44.5	45.4
[illegible]	29	49.5	49.0	49.2
Northeast Raleigh**	11	48.5	43.3	45.9
[illegible]	6	60.0	58.3	59.2
Warren	261	47.3	44.7	46.1
[illegible]	360	49.5	49.7	49.7
S.B. Howard**	37	*	*	*

**"Total Scale Score" is the mean scale score in reading and mathematics combined.

Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

-The sum of regional totals may not equal state total because of inclusion/exclusion of special schools.

BEST COPY AVAILABLE

Table 9. 1999-2000 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Western Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	90,105	50.0	56.0	53.0
Western Region	6,941	52.1	59.9	56.0
Buncombe**	1,839	52.7	61.2	57.0
Asheville City	267	47.2	54.6	50.9
Evergreen Community**	13	49.0	59.5	54.2
Cherokee	265	51.3	58.8	55.1
The Learning Center**	9	51.9	59.1	55.9
Clay	100	55.5	61.6	58.6
Graham	87	57.5	61.1	59.4
Haywood	549	52.2	61.0	56.6
Henderson	671	54.6	60.3	57.5
Jackson	276	52.9	60.5	56.7
Summit Charter**	10	58.4	65.9	61.9
Macon	306	49.2	57.3	53.3
Madison	171	46.0	56.4	51.2
McDowell	435	51.6	59.6	55.6
Mitchell	184	52.2	59.9	56.1
Polk	172	55.6	60.8	58.3
Rutherford	733	49.4	55.8	52.6
Thomas Jefferson**	49	54.4	57.0	55.7
Swain	134	52.6	58.5	55.6
Transylvania	297	53.1	64.4	58.8
Bryant Academy**	10	58.4	64.9	60.9
Yancey	167	56.1	62.1	59.1

Northwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	90,105	50.0	56.0	53.0
Northwest Region	14,020	51.4	57.3	54.4
Alexander	392	50.5	56.6	53.6
Alleghany	97	53.4	62.9	58.2
Ashe	240	52.5	57.9	55.2
Avery	170	51.9	58.2	55.0
Grandfather Academy**	3	*	*	*
Crossnore Academy**	1	*	*	*
Burke	1,040	51.6	57.4	54.5
Caldwell	843	51.7	58.0	54.9
Catawba	1,441	53.9	58.2	55.6
Hickory City	337	49.2	55.0	52.1
Newton-Conover City	203	51.4	56.7	54.1
Davidson	1,410	49.9	57.1	53.6
Lexington City	241	46.2	51.5	48.8
Thomasville City	146	47.2	51.4	49.3
Davie	366	49.6	56.6	53.1
Winston-Salem/Forsyth	2,838	51.9	56.2	54.0
Life Academy**	10	39.4	41.7	36.0
Quality Education**	16	42.1	45.6	43.7
Dellinger Middle**	155	49.8	58.9	54.4
C.G. Woodson**	14	43.0	45.4	44.0
Iredell-Statesville	1,150	49.4	56.6	53.0
American Ren. Middle**	20	44.4	57.6	51.0
Mooresville City	272	53.8	58.2	56.0
Stokes	521	51.6	57.5	54.6
Surry	371	52.7	58.7	55.7
Elkin City	65	56.6	64.4	60.5
Forsyth**	11	52.3	56.8	54.6
Mount Airy City	143	53.6	60.7	57.2
Watauga	422	56.6	62.5	59.5
Wilkes	751	51.5	59.1	55.3
Yadkin	359	54.8	58.7	54.7

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

BEST COPY AVAILABLE

Table 10. 1999-2000 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Southwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	90,105	50.0	56.0	53.0
Southwest Region	19,758	49.2	55.3	52.2
Avery	207	45.0	48.2	46.6
Cabarrus	1,353	50.8	58.3	54.6
Kannapolis City	331	46.0	54.1	50.1
Cleveland	677	51.2	56.0	53.6
Kings Mountain City	392	52.0	58.9	55.5
Shelby City	223	51.9	56.9	54.4
Gaston	2,333	49.8	58.6	52.7
Hoke	399	47.4	51.0	49.2
Lincoln	756	51.0	56.9	54.0
Charlotte/Mecklenburg	6,975	48.3	54.2	51.3
Kennedy Charter**	4	*	*	*
Lake Norman**	63	49.0	58.6	53.8
Montgomery	326	46.0	53.2	49.6
Moore	781	48.4	55.8	52.1
MASI**	21	49.0	58.0	53.6
Richmond	544	46.2	52.5	49.4
Rowan-Salisbury	1,485	49.2	54.7	52.0
Scotland	464	49.7	54.3	52.0
Laurinburg Homework**	30	37.9	43.0	40.5
Stanly	764	50.8	58.2	54.5
Union	1,610	51.3	57.8	54.6

Northeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	90,105	50.0	56.0	53.0
Northeast Region	6,287	48.3	53.0	50.7
Bertie	260	43.5	47.5	45.5
Edenton/Chowan	195	51.3	54.4	52.8
Dare	345	54.0	58.3	56.2
Gates	160	55.3	53.6	54.4
Roanoke Rapids City	257	49.4	55.7	52.6
Hertford	293	44.8	47.9	46.4
Martin	316	47.2	51.1	49.2
Elizabeth City/Pasquotank	468	48.1	54.3	51.2
Pitt	1,369	49.3	54.6	52.0
Tyrrell	51	46.3	54.2	50.3

BEST COPY AVAILABLE

*"Total Scale Score" is the mean scale score in reading and mathematics combined.

Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Table 11. 1999-2000 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Southeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	90,105	50.0	56.0	53.0
Southeast Region	16,240	48.8	54.2	51.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brunswick	694	52.7	55.9	54.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Columbus	548	45.9	51.7	48.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Craven	1,020	47.8	55.8	51.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Oma's Inc.**	24	47.3	47.9	47.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greene	229	44.2	47.7	46.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lenoir	725	48.3	52.8	50.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Onslow	1,504	48.5	56.5	52.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pamlico	124	52.5	59.4	56.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pender	449	48.6	57.4	53.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CIS Academy**	15	33.4	35.9	34.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Clinton City	183	49.0	53.4	51.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Central Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	90,105	50.0	56.0	53.0
Central Region	26,859	50.5	56.7	53.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lakeside School**	4	*	*	*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Caswell	289	50.0	51.2	50.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chatham Charter**	11	53.8	58.2	56.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Durham	1,989	48.8	54.5	51.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kestrel Heights**	39	48.8	57.3	53.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Omuteko Gwamaziima**	4	*	*	*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Granville	621	48.5	54.7	51.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Imani Institute**	24	49.6	48.5	49.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Johnston	1,372	52.1	59.2	55.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Provisions Academy**	23	39.0	47.4	43.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Orange	435	48.3	56.2	52.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chapel Hill/Carrboro City	669	57.5	66.0	61.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Person	402	50.2	54.1	52.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asheboro City	275	51.5	58.0	54.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vance	501	43.3	50.2	46.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Exploris**	53	59.1	67.4	63.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sterling Montessori**	13	51.8	60.5	56.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sankore School**	25	47.8	47.7	47.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Quest Academy**	15	53.1	64.2	58.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Wilson	843	49.0	55.6	52.3

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated.
The complete charter school name can be found in the appendix.

BEST COPY AVAILABLE

Table 12. 1999-2000 North Carolina Open-Ended Assessment Grade 4 Total Mean Scale Scores* By LEA and Charter School

State		1999-00 LEA Performance
	61.0	Magellan**
	...	
	58.0	Quest Academy**
	...	
	57.0	Chapel Hill-Carrboro City
	56.5	Greensboro Academy**
	56.0	Franklin Academy**
	55.5	Watauga
	55.0	Polk
	54.5	Arapahoe**, Elkin City
	54.0	Avery, Cabarrus
	53.5	Kings Mountain City, Summit Charter**
	53.0	Buncombe, Henderson, Lincoln Charter**, Orange, Transylvania, Wake, Woods Charter**
	52.5	Ashe, Chatham Charter**, Cherokee, Johnston, Macon, Mount Airy City, Pamlico, Union
	52.0	Alamance-Burlington, Burke, Currituck, Dare, Jackson, Wilkes, Yadkin
	51.5	Brevard Academy**, Catawba, Haywood, New Hanover, Orange Co. Charter**, Randolph, Roanoke Rapids City
	51.0	Beaufort, Clay, Davidson, Hickory City, Onslow, Stokes
	50.5	Asheboro City, Camden, Chatham, Cleveland, Davie, Lincoln, Surry, Tyrrell, Vance Charter**, Village Charter**, Winston-Salem/Forsyth
1999-00 State	50.0	Alexander, Asheville City, Brunswick, Caswell, Gaston, Greene, Jones, Mitchell, Rowan-Salisbury, Stanly, Swain, Wilson
	49.5	Caldwell, Carteret, Charlotte/Mecklenburg, Craven, Graham, Guilford, Moore, Mooresville City, Pender, Rockingham
	49.0	Alleghany, Cumberland, Elizabeth City/Pasquotank, Harnett, Lee, Nash-Rocky Mount, River Mill Charter**, Rutherford, Whiteville City, Yancey
	48.5	Clinton City, Durham, Franklin, Gates, Granville, Halifax, Iredell-Statesville, Lenoir, McDowell, Pitt, Wayne
	48.0	Kannapolis City, Madison, Newton Conover City, Person, Sampson, Scotland, The Learning Center**
	47.5	Duplin, Shelby City, Sterling Montessori**, Thomasville City
	47.0	Montgomery, Perquimans, Richmond
	46.5	Hoke, Hyde, Robeson, Warren
	46.0	Bertie, Columbus, Edenton/Chowan, Northeast Raleigh**, STARS**
	45.5	C.G. Woodson**, East Wake Academy**, Edgecombe, Hertford, Lexington City, Northampton, Vance
	45.0	Anson, Bladen, Martin
	44.5	Quality Education**, Washington, Weldon City
	44.0	American Renaissance**, Englemann**
	43.5	Community Charter**, Healthy Start**
	43.0	Rocky Mt Charter Public**
	...	
	42.0	Maureen Joy**, Sugar Creek**
	41.5	Carter Community**, SPARC Academy**, Turning Point**
	...	
	40.5	Omuteko Gwamaziima**
	...	
	37.5	Rowan Academy**
	37.0	Children's Village Academy**
	...	
	36.0	East Winston Primary**
	...	
	***	Crossnore Academy**, Evergreen Community**, Forsyth Academies**, Francine Delany**, Harnett Early Childhood** Mountain Community**, Phase Academy**, Research Triangle**, S.B. Howard**, Tiller School**

*Scale scores are rounded up to the nearest half of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

BEST COPY AVAILABLE

Table 13. 1999-2000 North Carolina Open-Ended Assessment
Grade 8 Total Mean Scale Scores*
By LEA and Charter School

State		1999-00 LEA Performance
	66.5	Magellan**
	...	
	63.5	Exploris**
	...	
	62.0	Chapel Hill-Carrboro City, Summit Charter**
	...	
	61.0	Brevard Academy**
	60.5	Elkin City
	60.0	Arapahoe**
	59.5	Graham, Watauga, Yancey
	59.0	Clay, Quest Academy**, Transylvania
	58.5	Alleghany, Polk
	...	
	57.5	Henderson, Mount Airy City
	57.0	Buncombe, Haywood, Jackson
	56.5	Dare, Mitchell, Sterling Montessori**
	56.0	Catawba, Chatham Charter**, Johnston, McDowell, Mooresville City, Pamlico, Surry, Swain, The Learning Center** Thomas Jefferson**, Wake
	55.5	Ashe, Cherokee, Kings Mountain City, Wilkes
	55.0	Asheboro City, Avery, Cabarrus, Caldwell, Carteret, Chatham, Currituck, Randolph, Stokes, Union
	54.5	Brunswick, Burke, Downtown Middle**, Evergreen Community**, Gates, Newton Conover City, Rockingham, Shelby City, Stanly, Village Charter**, Yadkin
	54.0	Alexander, Cleveland, Davidson, Lake Norman**, Lincoln, MAST**, New Hanover, Winston-Salem/Forsyth
	53.5	Davie, Kestrel Heights**, Macon
1999-00 State	53.0	Beaufort, Edenton/Chowan, Gaston, Guilford, Iredell-Statesville, Pender, Roanoke Rapids City, Rutherford
	52.5	Alamance-Burlington, Camden, Harnett, Hickory City, Lee, Moore, Onslow, Orange, Person, Wilson
	52.0	Bladen, Craven, Durham, East Wake Academy**, Granville, Nash-Rocky Mount, Pitt, Rowan-Salisbury, Scotland, Wayne
	51.5	Charlotte/Mecklenburg, Clinton City, Cumberland, Duplin, Elizabeth City/Pasquotank, Madison, Orange Co. Charter** Whiteville City
	51.0	American Ren. Middle**, Asheville City, Caswell, Lenoir, Sampson
	50.5	Kannapolis City, Northampton, River Mill Charter**, Tyrrell
	50.0	Montgomery, Perquimans, Woods Charter**
	49.5	Edgecombe, Hoke, Hyde, Martin, Richmond, Thomasville City
	49.0	Columbus, Franklin, Imani Institute**, Lexington City, Phase Academy**
	48.5	Robeson
	48.0	Oma's Inc. **, Sankore School**
	47.5	Jones, Washington
	47.0	Anson, Vance
	46.5	Hertford
	46.0	Greene, Warren
	45.5	Bertie, Halifax
	...	
	44.0	C.G. Woodson**, Quality Education**
	43.5	Carter Community**, Provisions Academy**
	43.0	Right Step**, Weldon City
	...	
	42.0	SPARC Academy**
	...	
	40.5	Laurinburg Homework**
	...	
	36.0	Lift Academy**
	...	
	34.5	CIS Academy**
	...	
	***	Crossnore Academy**, Grandfather Academy**, Kennedy Charter**, Lakeside School**, Omuteko Gwamaziima**, Success Academy**

*Scale scores are rounded up to the half of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

BEST COPY AVAILABLE

Table 14. 1999-2000 North Carolina Open-Ended Assessment
Grade 4 Reading Frequency Report

NUMBER OF STUDENTS WITH	99,218	HIGH SCORE	91
		LOW SCORE	21
MEAN	49.7	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.0	90	61.37
		75	56.74
		50 (MEDIAN)	50.01
VARIANCE	99.6	25	42.38
		10	37.69

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
91	4	99218	0.00	100.00	99
90	0	99214	0.00	100.00	99
89	0	99214	0.00	100.00	99
88	0	99214	0.00	100.00	99
87	13	99214	0.01	100.00	99
86	0	99201	0.00	99.98	99
85	0	99201	0.00	99.98	99
84	0	99201	0.00	99.98	99
83	66	99201	0.07	99.98	99
82	0	99135	0.00	99.92	99
81	0	99135	0.00	99.92	99
80	0	99135	0.00	99.92	99
79	183	99135	0.18	99.92	99
78	0	98952	0.00	99.73	99
77	0	98952	0.00	99.73	99
76	0	98952	0.00	99.73	99
75	451	98952	0.45	99.73	99
74	0	98501	0.00	99.28	99
73	0	98501	0.00	99.28	99
72	0	98501	0.00	99.28	99
71	1174	98501	1.18	99.28	99
70	0	97327	0.00	98.09	98
69	0	97327	0.00	98.09	98
68	2495	97327	2.51	98.09	97
67	0	94832	0.00	95.58	96
66	0	94832	0.00	95.58	95
65	0	94832	0.00	95.58	94
64	4591	94832	4.63	95.58	93
63	0	90241	0.00	90.95	91
62	0	90241	0.00	90.95	89
61	7534	90241	7.59	90.95	87
60	0	82707	0.00	83.36	85
59	0	82707	0.00	83.36	83
58	0	82707	0.00	83.36	80
57	10896	82707	10.98	83.36	78
56	0	71811	0.00	72.38	74
55	0	71811	0.00	72.38	69
54	14189	71811	14.30	72.38	65
53	0	57622	0.00	58.08	61
52	0	57622	0.00	58.08	58
51	0	57622	0.00	58.08	54
50	16237	57622	16.36	58.08	50
49	0	41385	0.00	41.71	46
48	0	41385	0.00	41.71	42
47	0	41385	0.00	41.71	38
46	15297	41385	15.42	41.71	34
45	0	26088	0.00	26.29	31
44	0	26088	0.00	26.29	28
43	0	26088	0.00	26.29	24
42	10827	26088	10.91	26.29	21

Table 14. 1999-2000 North Carolina Open-Ended Assessment Grade 4 Reading Frequency Report (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
41	0	15261	0.00	15.38	19
40	0	15261	0.00	15.38	17
39	0	15261	0.00	15.38	14
38	6575	15261	6.63	15.38	12
37	0	8686	0.00	8.75	11
36	0	8686	0.00	8.75	10
35	0	8686	0.00	8.75	8
34	4012	8686	4.04	8.75	7
33	0	4674	0.00	4.71	6
32	0	4674	0.00	4.71	6
31	0	4674	0.00	4.71	5
30	2288	4674	2.31	4.71	4
29	0	2386	0.00	2.40	4
28	0	2386	0.00	2.40	3
27	0	2386	0.00	2.40	3
26	1424	2386	1.44	2.40	2
25	0	962	0.00	0.97	2
24	0	962	0.00	0.97	2
23	0	962	0.00	0.97	1
22	0	962	0.00	0.97	1
21	962	962	0.97	0.97	1

Table 15. 1999-2000 North Carolina Open-Ended Assessment
Grade 4 Mathematics Frequency Report

NUMBER OF STUDENTS	99,218	HIGH SCORE	80
		LOW SCORE	26
MEAN	49.8	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.1	90	61.49
		75	56.37
		50 (MEDIAN)	49.44
VARIANCE	101.9	25	42.14
		10	36.62

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
80	88	99218	0.09	100.00	99
79	0	99130	0.00	99.91	99
78	0	99130	0.00	99.91	99
77	0	99130	0.00	99.91	99
76	0	99130	0.00	99.91	99
75	444	99130	0.45	99.91	99
74	0	98686	0.00	99.46	99
73	0	98686	0.00	99.46	99
72	0	98686	0.00	99.46	99
71	1489	98686	1.50	99.46	99
70	0	97197	0.00	97.96	98
69	0	97197	0.00	97.96	98
68	0	97197	0.00	97.96	97
67	3043	97197	3.07	97.96	96
66	0	94154	0.00	94.90	95
65	0	94154	0.00	94.90	93
64	4762	94154	4.80	94.90	92
63	0	89392	0.00	90.10	90
62	0	89392	0.00	90.10	89
61	6456	89392	6.51	90.10	87
60	0	82936	0.00	83.59	84
59	7429	82936	7.49	83.59	80
58	0	75507	0.00	76.10	77
57	0	75507	0.00	76.10	75
56	8198	75507	8.26	76.10	72
55	0	67309	0.00	67.84	68
54	8737	67309	8.81	67.84	63
53	0	58572	0.00	59.03	59
52	8490	58572	8.56	59.03	55
51	0	50082	0.00	50.48	52
50	0	50082	0.00	50.48	49
49	8104	50082	8.17	50.48	46
48	0	41978	0.00	42.31	42
47	7777	41978	7.84	42.31	38
46	0	34201	0.00	34.47	35
45	7060	34201	7.12	34.47	31
44	0	27141	0.00	27.35	29
43	0	27141	0.00	27.35	26
42	6555	27141	6.61	27.35	24
41	0	20586	0.00	20.75	21
40	5999	20586	6.05	20.75	18
39	0	14587	0.00	14.70	16
38	0	14587	0.00	14.70	14
37	5311	14587	5.35	14.70	12
36	0	9276	0.00	9.35	10
35	0	9276	0.00	9.35	9
34	4411	9276	4.45	9.35	7
33	0	4865	0.00	4.90	6
32	0	4865	0.00	4.90	4
31	3088	4865	3.11	4.90	3

Table 15. 1999-2000 North Carolina Open-Ended Assessment Grade 4 Mathematics Frequency Report(continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
30	0	1777	0.00	1.79	3
29	0	1777	0.00	1.79	2
28	0	1777	0.00	1.79	2
27	0	1777	0.00	1.79	1
26	1777	1777	1.79	1.79	1

Table 16. 1999-2000 North Carolina Open-Ended Assessment
Grade 4 Total Frequency Report

NUMBER OF STUDENTS	99,218	HIGH SCORE	83
		LOW SCORE	24
MEAN	49.9	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.0	90	61.11
		75	56.17
		50 (MEDIAN)	50.28
VARIANCE	80.4	25	44.05
		10	37.91

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
83	1	99218	0.00	100.00	99
82	1	99217	0.00	100.00	99
81	1	99216	0.00	100.00	99
80	3	99215	0.00	100.00	99
79	2	99212	0.00	99.99	99
78	10	99210	0.01	99.99	99
77	31	99200	0.03	99.98	99
76	17	99169	0.02	99.95	99
75	50	99152	0.05	99.93	99
74	19	99102	0.02	99.88	99
73	110	99083	0.11	99.86	99
72	127	98973	0.13	99.75	99
71	225	98846	0.23	99.63	99
70	195	98621	0.20	99.40	99
69	341	98426	0.34	99.20	99
68	924	98085	0.93	98.86	98
67	72	97161	0.07	97.93	98
66	1357	97089	1.37	97.85	97
65	593	95732	0.60	96.49	96
64	1499	95139	1.51	95.89	95
63	1914	93640	1.93	94.38	93
62	1634	91726	1.65	92.45	92
61	2051	90092	2.07	90.80	90
60	2259	88041	2.28	88.73	88
59	3817	85782	3.85	86.46	85
58	1724	81965	1.74	82.61	82
57	4326	80241	4.36	80.87	79
56	4563	75915	4.60	76.51	74
55	2628	71352	2.65	71.91	71
54	4828	68724	4.87	69.27	67
53	4373	63896	4.41	64.40	62
52	4936	59523	4.97	59.99	58
51	3937	54587	3.97	55.02	53
50	4675	50650	4.71	51.05	49
49	4824	45975	4.86	46.34	44
48	2992	41151	3.02	41.48	40
47	4675	38159	4.71	38.46	36
46	4475	33484	4.51	33.75	31
45	2430	29009	2.45	29.24	28
44	3947	26579	3.98	26.79	25
43	1985	22632	2.00	22.81	22
42	3626	20647	3.65	20.81	19
41	1450	17021	1.46	17.16	16
40	3059	15571	3.08	15.69	14
39	1264	12512	1.27	12.61	12
38	2231	11248	2.25	11.34	10
37	1198	9017	1.21	9.09	8

Table 16. 1999-2000 North Carolina Open-Ended Assessment Grade 4 Total Frequency Report(continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
36	1684	7819	1.70	7.88	7
35	870	6135	0.88	6.18	6
34	1196	5265	1.21	5.31	5
33	634	4069	0.64	4.10	4
32	865	3435	0.87	3.46	3
31	47	2570	0.05	2.59	3
30	867	2523	0.87	2.54	2
29	81	1656	0.08	1.67	2
28	691	1575	0.70	1.59	1
27	0	884	0.00	0.89	1
26	492	884	0.50	0.89	1
25	0	392	0.00	0.40	1
24	392	392	0.40	0.40	1

Table 17. 1999-2000 North Carolina Open-Ended Assessment
Grade 8 Reading Frequency Report

NUMBER OF STUDENTS	90,196	HIGH SCORE	89
		LOW SCORE	16
MEAN	50.0	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	11.0	90	63.24
		75	56.38
		50 (MEDIAN)	49.16
VARIANCE	120.1	25	42.97
		10	35.25

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
89	1	90196	0.00	100.00	99
88	0	90195	0.00	100.00	99
87	0	90195	0.00	100.00	99
86	82	90195	0.09	100.00	99
85	0	90113	0.00	99.91	99
84	0	90113	0.00	99.91	99
83	0	90113	0.00	99.91	99
82	21	90113	0.02	99.91	99
81	235	90092	0.26	99.88	99
80	0	89857	0.00	99.62	99
79	0	89857	0.00	99.62	99
78	544	89857	0.60	99.62	99
77	0	89313	0.00	99.02	99
76	0	89313	0.00	99.02	99
75	0	89313	0.00	99.02	98
74	1164	89313	1.29	99.02	98
73	0	88149	0.00	97.73	98
72	0	88149	0.00	97.73	98
71	0	88149	0.00	97.73	97
70	1992	88149	2.21	97.73	97
69	0	86157	0.00	95.52	96
68	0	86157	0.00	95.52	95
67	3314	86157	3.67	95.52	94
66	165	82843	0.18	91.85	92
65	0	82678	0.00	91.66	91
64	0	82678	0.00	91.66	89
63	5780	82678	6.41	91.66	88
62	0	76898	0.00	85.26	86
61	0	76898	0.00	85.26	83
60	7847	76898	8.70	85.26	81
59	330	69051	0.37	76.56	76
58	0	68721	0.00	76.19	74
57	0	68721	0.00	76.19	73
56	9147	68721	10.14	76.19	71
55	0	59574	0.00	66.05	69
54	364	59574	0.40	66.05	66
53	10126	59210	11.23	65.65	60
52	0	49084	0.00	54.42	58
51	0	49084	0.00	54.42	56
50	491	49084	0.54	54.42	54
49	10355	48593	11.48	53.87	48
48	0	38238	0.00	42.39	44
47	0	38238	0.00	42.39	41
46	10100	38238	11.20	42.39	37
45	588	28138	0.65	31.20	31
44	0	27550	0.00	30.54	28
43	9487	27550	10.52	30.54	25
42	0	18063	0.00	20.03	23
41	457	18063	0.51	20.03	20
40	0	17606	0.00	19.52	18

Table 17. 1999-2000 North Carolina Open-Ended Assessment
Grade 8 Reading Frequency Report(continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
39	7134	17606	7.91	19.52	16
38	0	10472	0.00	11.61	14
37	0	10472	0.00	11.61	13
36	261	10472	0.29	11.61	11
35	4679	10211	5.19	11.32	9
34	0	5532	0.00	6.13	8
33	0	5532	0.00	6.13	7
32	0	5532	0.00	6.13	5
31	3102	5532	3.44	6.13	4
30	0	2430	0.00	2.69	4
29	0	2430	0.00	2.69	3
28	0	2430	0.00	2.69	3
27	1596	2430	1.77	2.69	2
26	46	834	0.05	0.92	1
25	0	788	0.00	0.87	1
24	0	788	0.00	0.87	1
23	0	788	0.00	0.87	1
22	490	788	0.54	0.87	1
21	31	298	0.03	0.33	1
20	0	267	0.00	0.30	1
19	0	267	0.00	0.30	1
18	0	267	0.00	0.30	1
17	0	267	0.00	0.30	1
16	267	267	0.30	0.30	1

Table 18. 1999-2000 North Carolina Open-Ended Assessment Grade 8 Mathematics Frequency Report

NUMBER OF STUDENTS WITH VALID SCORES	90,196	HIGH SCORE	89
		LOW SCORE	30
MEAN	56.0	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	12.4	90	72.05
		75	64.35
VARIANCE	153.5	50 (MEDIAN)	55.86
		25	47.78
		10	38.96

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
89	256	90196	0.28	100.00	99
88	0	89940	0.00	99.72	99
87	0	89940	0.00	99.72	99
86	0	89940	0.00	99.72	99
85	0	89940	0.00	99.72	99
84	1067	89940	1.18	99.72	99
83	0	88873	0.00	98.53	99
82	0	88873	0.00	98.53	98
81	0	88873	0.00	98.53	98
80	0	88873	0.00	98.53	97
79	2288	88873	2.54	98.53	97
78	0	86585	0.00	96.00	96
77	0	86585	0.00	96.00	95
76	3400	86585	3.77	96.00	94
75	0	83185	0.00	92.23	93
74	0	83185	0.00	92.23	93
73	132	83185	0.15	92.23	92
72	4186	83053	4.64	92.08	90
71	0	78867	0.00	87.44	89
70	150	78867	0.17	87.44	87
69	4611	78717	5.11	87.27	85
68	181	74106	0.20	82.16	82
67	5213	73925	5.78	81.96	79
66	0	68712	0.00	76.18	78
65	192	68712	0.21	76.18	76
64	5660	68520	6.28	75.97	73
63	0	62860	0.00	69.69	70
62	6498	62860	7.20	69.69	66
61	0	56362	0.00	62.49	64
60	0	56362	0.00	62.49	61
59	6776	56362	7.51	62.49	59
58	0	49586	0.00	54.98	56
57	0	49586	0.00	54.98	54
56	7055	49586	7.82	54.98	51
55	0	42531	0.00	47.15	47
54	6801	42531	7.54	47.15	43
53	328	35730	0.36	39.61	39
52	0	35402	0.00	39.25	37
51	7161	35402	7.94	39.25	35
50	316	28241	0.35	31.31	31
49	0	27925	0.00	30.96	29
48	7425	27925	8.23	30.96	27
47	0	20500	0.00	22.73	25
46	296	20500	0.33	22.73	23
45	0	20204	0.00	22.40	21
44	7530	20204	8.35	22.40	18
43	0	12674	0.00	14.05	16
42	258	12674	0.29	14.05	14
41	0	12416	0.00	13.77	13
40	0	12416	0.00	13.77	11

Table 18. 1999-2000 North Carolina Open-Ended Assessment Grade 8 Mathematics Frequency Report(continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
39	6327	12416	7.01	13.77	10
38	0	6089	0.00	6.75	9
37	223	6089	0.25	6.75	7
36	0	5866	0.00	6.50	6
35	3460	5866	3.84	6.50	5
34	0	2406	0.00	2.67	5
33	0	2406	0.00	2.67	4
32	0	2406	0.00	2.67	4
31	154	2406	0.17	2.67	3
30	2252	2252	2.50	2.50	1

Table 19. 1999-2000 North Carolina Open-Ended Assessment
Grade 8 Total Frequency Report

NUMBER OF STUDENTS	90,196	HIGH SCORE	87
		LOW SCORE	23
MEAN	53.0	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.5	90	66.44
		75	60.51
		50 (MEDIAN)	53.10
VARIANCE	109.7	25	45.45
		10	39.36

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
87	4	90196	0.00	100.00	99
86	0	90192	0.00	100.00	99
85	14	90192	0.02	100.00	99
84	0	90178	0.00	99.98	99
83	56	90178	0.06	99.98	99
82	0	90122	0.00	99.92	99
81	98	90122	0.11	99.92	99
80	36	90024	0.04	99.81	99
79	184	89988	0.20	99.77	99
78	125	89804	0.14	99.57	99
77	392	89679	0.43	99.43	99
76	56	89287	0.06	98.99	99
75	607	89231	0.67	98.93	99
74	139	88624	0.15	98.26	98
73	913	88485	1.01	98.10	98
72	373	87572	0.41	97.09	97
71	1041	87199	1.15	96.68	96
70	876	86158	0.97	95.52	95
69	1068	85282	1.18	94.55	94
68	2238	84214	2.48	93.37	92
67	668	81976	0.74	90.89	91
66	2229	81308	2.47	90.15	89
65	1865	79079	2.07	87.67	87
64	2000	77214	2.22	85.61	84
63	2727	75214	3.02	83.39	82
62	2350	72487	2.61	80.37	79
61	2523	70137	2.80	77.76	76
60	2247	67614	2.49	74.96	74
59	3508	65367	3.89	72.47	71
58	2897	61859	3.21	68.58	67
57	2662	58962	2.95	65.37	64
56	3694	56300	4.10	62.42	60
55	3195	52606	3.54	58.32	57
54	2893	49411	3.21	54.78	53
53	3522	46518	3.90	51.57	50
52	3617	42996	4.01	47.67	46
51	1938	39379	2.15	43.66	43
50	3707	37441	4.11	41.51	39
49	3741	33734	4.15	37.40	35
48	2683	29993	2.75	33.25	32
47	3413	27510	3.78	30.50	29
46	1380	24097	1.53	26.72	26
45	3645	22717	4.04	25.19	23
44	2037	19072	2.26	21.15	20
43	2606	17035	2.89	18.89	17
42	1034	14429	1.15	16.00	15
41	2620	13395	2.90	14.85	13
40	1515	10775	1.68	11.95	11
39	1720	9260	1.91	10.27	9
38	591	7540	0.66	8.36	8

Table 19. 1999-2000 North Carolina Open-Ended Assessment
Grade 8 Total Frequency Report(continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
37	1693	6949	1.88	7.70	7
36	218	5256	0.24	5.83	6
35	1510	5038	1.67	5.59	5
34	314	3528	0.35	3.91	4
33	1295	3214	1.44	3.56	3
32	19	1919	0.02	2.13	2
31	824	1900	0.91	2.11	2
30	95	1076	0.11	1.19	1
29	11	981	0.01	1.09	1
28	551	970	0.61	1.08	1
27	31	419	0.03	0.46	1
26	186	388	0.21	0.43	1
25	52	202	0.06	0.22	1
24	0	150	0.00	0.17	1
23	150	150	0.17	0.17	1

Table 20. 1999-2000 North Carolina Open-Ended Assessment Score-Point Distribution by Item

Grade 4

Reading

	0	1	2	3
Item 1 (0-3)	13%	51%	33%	3%
Item 2 (0-3)	13%	66%	20%	1%
Item 3 (0-3)	15%	61%	22%	3%
Item 4 (0-3)	15%	52%	25%	8%
Item 5 (0-3)	16%	72%	11%	0%
Item 6 (0-3)	12%	48%	33%	7%

Mathematics

	0	1	2	3
Item 1 (0-3)	20%	26%	11%	43%
Item 2 (0-3)	37%	12%	33%	18%
Item 3 (0-3)	35%	23%	34%	8%
Item 4 (0-3)	23%	44%	28%	5%
Item 5 (0-3)	31%	18%	44%	8%
Item 6 (0-3)	13%	34%	36%	17%

Grade 8

Reading

	0	1	2	3
Item 1 (0-3)	2%	51%	42%	4%
Item 2 (0-3)	2%	31%	58%	10%
Item 3 (0-3)	13%	42%	38%	6%
Item 4 (0-3)	21%	44%	32%	4%
Item 5 (0-3)	18%	61%	19%	2%
Item 6 (0-3)	14%	42%	40%	4%

Mathematics

	0	1	2	3
Item 1 (0-3)	36%	16%	5%	42%
Item 2 (0-3)	57%	13%	10%	20%
Item 3 (0-3)	6%	11%	63%	21%
Item 4 (0-3)	50%	32%	14%	4%
Item 5 (0-3)	38%	28%	21%	13%
Item 6 (0-3)	26%	58%	16%	

Note: Due to rounding, some items may not sum to 100%

BEST COPY AVAILABLE

Goals and Thinking Skills Measured

1999-2000

North Carolina

Open-Ended Assessment

Grades 4 and 8

1999-2000 North Carolina Open-Ended Assessment
Goals from the North Carolina Standard Course of Study
Measured by Each Test Item
Grade 4 - Form B

Item	Goal
1	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Evaluating)
2	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluating)
3	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluating)
4	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Evaluating)
5	Communication Skills Goal 4. Use language for aesthetic and personal response. (Evaluating)
6	Communication Skills Goal 4. Use language for aesthetic and personal response. (Evaluating)
7	Mathematics Goal 7. Compute with rational numbers. (Analyzing)
8	Mathematics Goal 3. Demonstrate an understanding of patterns and relationships. (Analyzing)
9	Mathematics Goal 6. Demonstrate an understanding and use of graphing, probability, and statistics. (Applying)
10	Mathematics Goal 1. Identify and use rational numbers. (Applying)
11	Mathematics Goal 4. Understand and use standard units of metric and customary measure. (Applying)
12	Mathematics Goal 2. Demonstrate an understanding and use properties and relationships of geometry. (Applying)

BEST COPY AVAILABLE

1999 - 2000 North Carolina Open-EndedAssessment
Goals from the North Carolina Standard Course of Study
Measured by Each Test Item
Grade 8 - Form C

Item	Goal
1	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Analyzing))
2	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluating)
3	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Analyzing)
4	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Evaluating)
5	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Analyzing)
6	Communication Skills Goal 4. Use language for aesthetic and personal response. (Generating)
7	Mathematics Goal 7. Compute with real numbers. (Analyzing)
8	Mathematics Goal 7. Compute with real numbers. (Analyzing)
9	Mathematics Goal 2. Demonstrate an understanding and use properties and relationships of geometry. (Applying)
10	Mathematics Goal 7. Compute with real numbers (Applying)
11	Mathematics Goal 4. Understand and use standard units of metric and customary measure. (Applying)
12	Mathematics Goal 6. Demonstrate an understanding and use of proability and statistics. (Evaluating)

1999-2000

North Carolina

Open-Ended Assessment

Grades 4 and 8

Test Samples

North Carolina Open-Ended Assessment

4

Grade 4
1999-2000
Form B

School Name

Teacher Name

School System Name

1. What is your sex?
○ Male ○ Female

2. What is your ethnic group?
○ American Indian
○ Asian
○ Black
○ Hispanic
○ Multi-racial
○ White
○ Other

Student's Last Name | First Name

TO BE COMPLETED BY THE TEACHER OR COUNSELOR

3. Student Date of Birth — Month | Day | Year

4. Social Security or Alternate SIMS Social Security Number

5. **Complete for every student. Based on this student's participation status in Title I program—Migrant Program (MP), School-Wide Program (SWP), and Targeted Assistance School (TAS)—choose one and only one of the following according to your school status:**

a) Non-Title I school
○ Not served ○ MP only

b) School-Wide Program (SWP) school
○ SWP only ○ SWP and MP

c) Targeted Assistance School (TAS)
○ Not served ○ TAS only
○ MP only ○ TAS and MP

6. **Indicate if this student is currently not identified as an exceptional student, identified as academically/intellectually gifted, or identified in accordance with the state regulations *Procedures Governing Programs and Services for Children with Special Needs.* (Choose one of the following.)**

○ Not identified as an Exceptional Student
○ Academically/Intellectually Gifted (AIG)
○ Behaviorally-Emotionally Disabled
○ Hearing Impaired
○ Educable Mentally Disabled
○ Specific Learning Disabled
○ Speech-Language Impaired
○ Visually Impaired
○ Other Health Impaired
○ Orthopedically Impaired
○ Traumatic Brain Injured
○ Other Exceptional Classifications

7. **Mark any of the following which apply to this student.**

○ Limited English Proficient
○ Learning Disabled - Reading
○ Learning Disabled - Mathematics
○ Learning Disabled - Written Expression
○ Learning Disabled - Other
○ AIG Reading
○ AIG Math
○ Student Identified Under Section 504
○ Student Has Temporary Disability

8. **Which, if any, of the following modifications/accommodations are being used by this student during this test administration? (Mark all that apply.)**

○ Braille Edition
○ Large Print Edition
○ Assistive Tech./Devices
○ Braille Writer
○ Cranmer Abacus
○ Dictation to Scribe
○ Interpreter/Transliterator Signs/Cues Test
○ Magnification Devices
○ Student Marks Answers in Test Book
○ Test Administrator Reads Test Aloud (in English)
○ Typewriter/Word Processor
○ Hospital/Home Testing
○ Multiple Testing Sessions
○ Scheduled Extended Time
○ Testing in a Separate Room
○ English/Native Language Dictionary or Electronic Translator
○ Approved AR-99

SPECIAL CODES FOR SCHOOL USE ONLY — A B C D E | F G H I J

BARCODE

DO NOT WRITE IN THIS SHADED AREA

Published September 1999

BEST COPY AVAILABLE

Read the story below about a king who always wanted everything bigger and better than anyone else and answer the questions that follow.

The King's Flower

Mitsumasa Anno

There was once a King who had to have everything bigger and better than anyone else. He lived in a very big castle and he wore such a very big crown that it was actually rather uncomfortable. He slept in an enormous bed, so high he had to use a ladder to get in and out of it. The King's toothbrush was so big it took two men just to carry it.

When the big clock chimed in the kitchen the noise was quite deafening. It was the signal to start preparing the King's big breakfast.

The King's knife and fork were so big that they had to be hung from the ceiling with ropes and pulleys and he found it very difficult to use them. Soon, of course, the King was hungry.

The food he liked best of all was chocolate, so he sent his servants out to fetch some. They brought him the biggest bar of chocolate ever seen, too big even to get through the castle gate. So the King had to go outside to nibble a bit from the end of it.

"How delicious," he said. "This is the biggest and best chocolate bar ever. Just right for a man of my importance." And he ate some more, and some more, until...

"Help! Call the dentist. My tooth hurts most dreadfully," cried the King.

"Only the biggest of everything for the King," remembered the dentist. So he ordered the blacksmiths to make a gigantic pair of pincers to pull out the royal tooth.

The King was just a little uneasy when he saw the huge pincers and again when the dentist tied him down in his chair. But everyone pushed or pulled and at last out came the tiny bad tooth and the King's enormous toothache was over.

The next day the King ordered his servants to take the pincers away.

"Turn them into a birdcage or something," he commanded, for that is what their shape reminded him of.

It was a beautifully big birdcage but the spaces between the bars were so wide that the birds he put inside the cage flew out again.

"What a disappointment," said the King.

One day not long after, however, a great eagle flew over the castle trying to catch some of the little birds. Swiftly they flew back into the new cage and were quite safe, for the eagle could not get through the bars. The King was very pleased.

"I knew biggest was best," he said.

The King had another idea and he commanded his servants to build the biggest flowerpot ever made and to fill it with tons of earth. A single tulip bulb was planted in the middle.

"In such a big flowerpot, this one tulip cannot fail to be the biggest and best in all the world," said the King.

While he waited for the tulip to grow, the King ordered that the hole from where the earth had been taken should be made into a pond for fishing. But the first fishing rod that was brought to him was much too small.

"I must have a bigger line," he ordered. "I want to catch the biggest fish in all the world."

The servants knew that the King would not let them rest until he had caught the biggest fish, so they brought in a whale and attached it to the hook. The King was very pleased with his catch but the fish was too heavy for him to lift out of the water and he

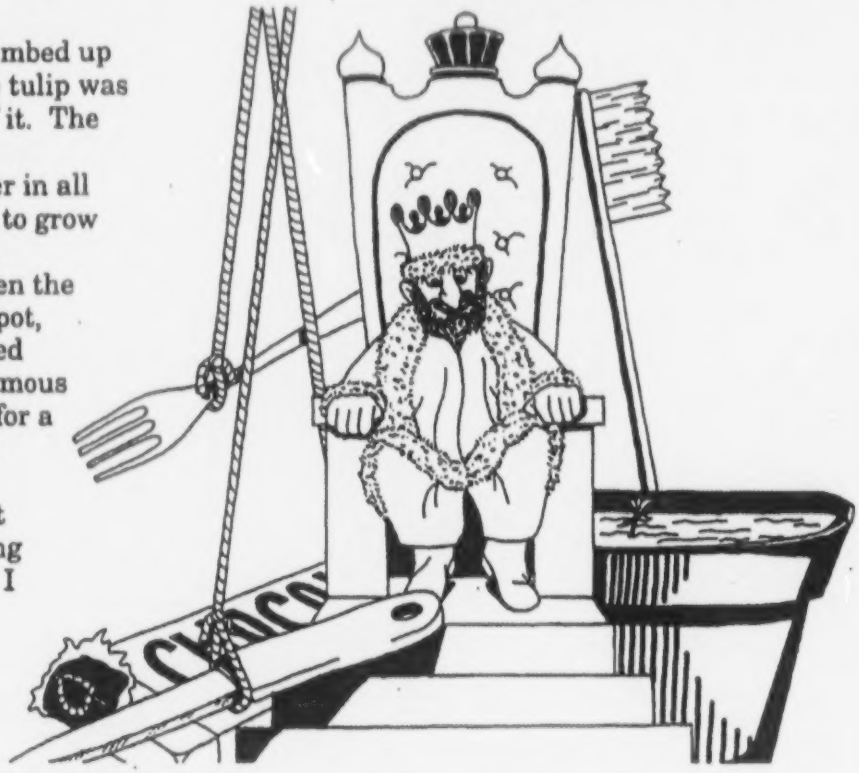
had to let it go.

Every morning the King climbed up into the big flowerpot to see if the tulip was growing, but there was no sign of it. The King's gardener comforted him.

"The biggest and best flower in all the world is bound to take longer to grow than an ordinary flower," he said.

At last, one spring day, when the King peered over the edge of the pot, there it was! A red tulip blossomed serenely in the middle of the enormous flowerpot. The King looked at it for a long time. It was not big. It was small—but it was very beautiful.

"Perhaps biggest is not best after all," said the King, wondering at the work of nature. "Not even I could make the biggest flower in all the world. And perhaps it is just as well."



Excerpt from "The King's Flower" by Mitsumasa Anno. Copyright Mitsumasa Anno. Used by permission of Kodansha Ltd. International, Tokyo.

1. How does the King change during the story? Explain your answer using examples from the story.

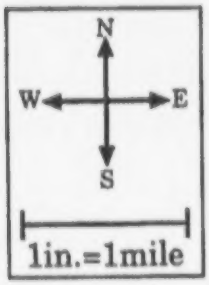
0	1	2	3
13%	51%	33%	3%

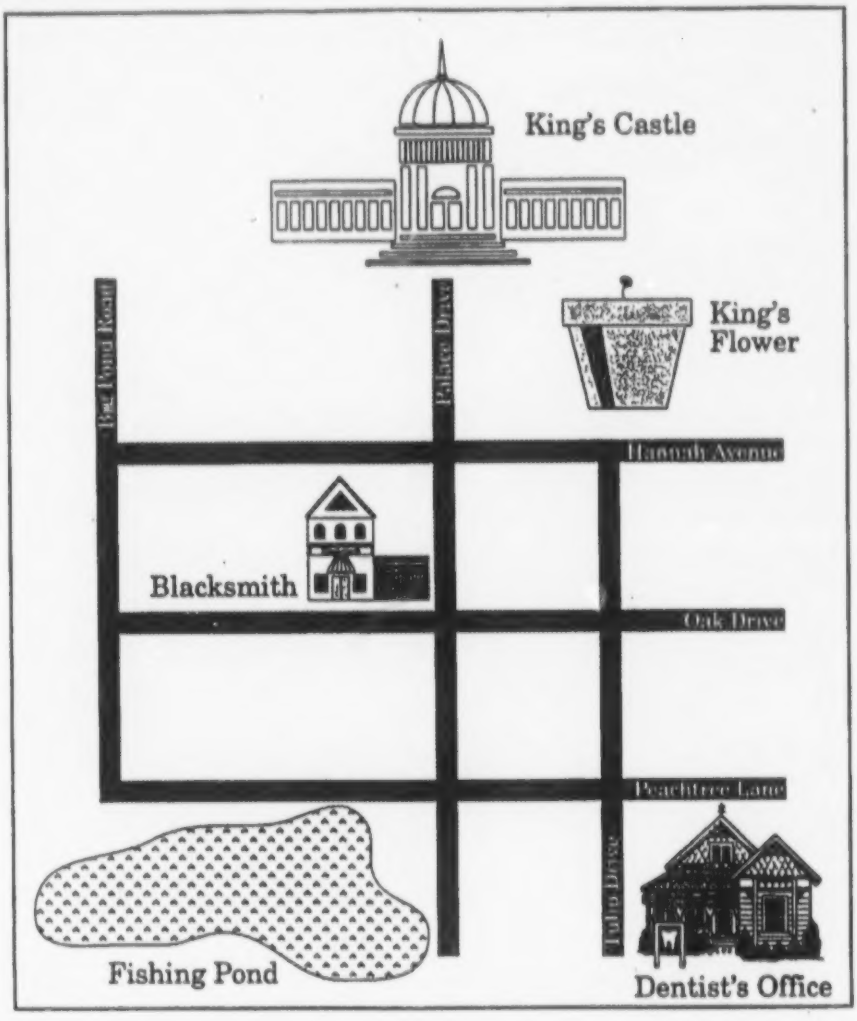
2. Do you think this story is fact or fantasy? Explain your answer using examples from the story.

0	1	2	3
13%	66%	20%	1%

3. Why do you think the story is titled "The King's Flower" instead of "The King's Knife and Fork" or "The King's Birdcage"? Explain your answer using examples from the story.

0	1	2	3
15%	61%	22%	3%





4. The King leaves his castle and is walking south on Palace Drive. He is going to the Dentist's Office. Write directions to help him get there.

0	1	2	3
15%	52%	25%	8%

5. The King's servants did not speak in the story. Had the author chosen to have the King's servants speak in the story, what do you think they would have said? Explain your answer using examples from the story.

0	1	2	3
16%	72%	11%	0%

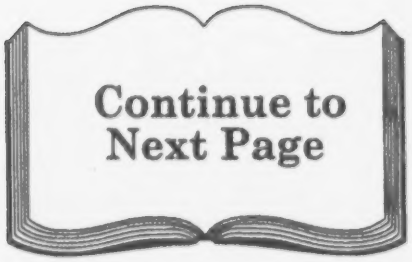
6. **In the story "The King's Flower," the King learned an important lesson.**

Write about a time when you or someone you know learned an important lesson like the one the King learned.

As you write, remember to:

- Write about a time when you or someone you know learned an important lesson like the one the King learned.
- Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

0	1	2	3
12%	48%	33%	7%


Continue to
Next Page

7. The King enjoyed flowers. One year he planted 25 tulips, 15 roses, and 50 daisies. The next year, he doubled the number of flowers he planted. How many flowers did he plant the second year?

_____ flowers

Explain or show how you determined your answer.

0	1	2	3
20%	26%	11%	43%

8. The King decided to grow another beautiful tulip and record its height each week. The results are shown in the chart below.

The King's Tulip

Week	Height at End of Week
1	1 inch
2	2 inches
3	4 inches
4	7 inches
5	11 inches
6	
7	
8	

If the pattern of growth continues, how tall will the flower be after 6 weeks, 7 weeks, and 8 weeks?

6 weeks, height = _____inches

7 weeks, height = _____inches

8 weeks, height = _____inches

0	1	2	3
37%	12%	33%	18%

Explain or show how you determined your answers.

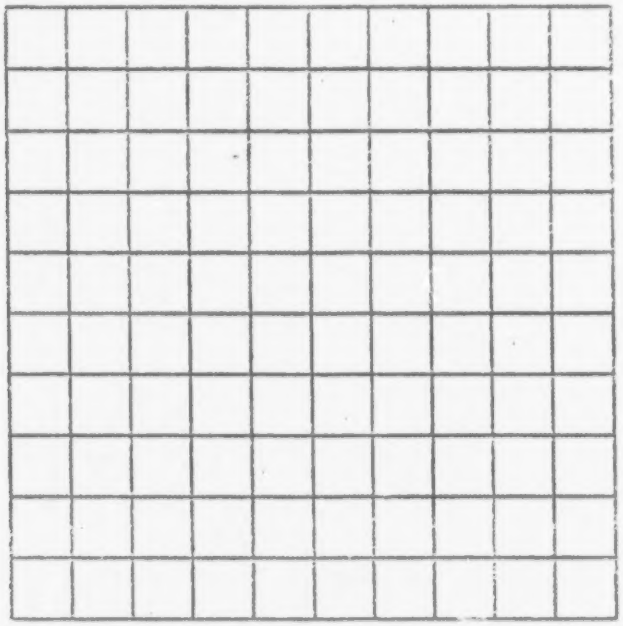
The chart below shows the number of birds that visited the King's birdcage during one week.

Counts of Birds at the Birdcage

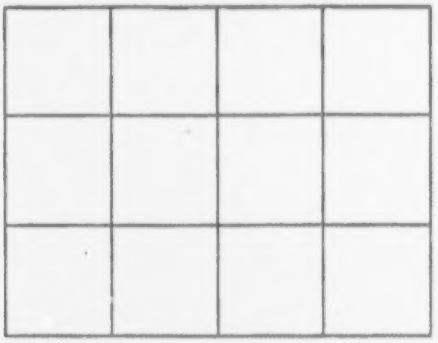
Day	Number of Birds
Sunday	20
Monday	12
Tuesday	15
Wednesday	6
Thursday	20
Friday	10
Saturday	8

0	1	2	3
35%	23%	34%	8%

9. Make a graph showing the number of birds that visited the King's birdcage each day. Be sure to title and label your graph.



The King's chocolate bar was divided in square pieces, as shown below.



10. The King ate 3 pieces of chocolate. On the diagram, mark the pieces you think the King ate with a "Y." Mark the pieces the King did not eat with an "N."

What fractional part of the chocolate bar did the King eat?

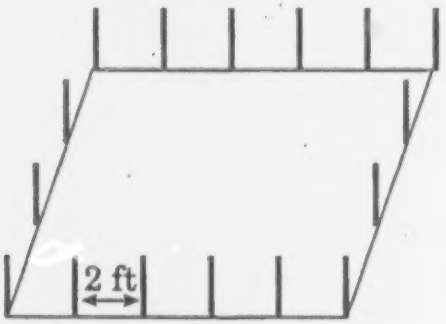
Write the fraction 2 ways. _____ _____

0	1	2	3
23%	44%	28%	5%

What fractional part of the chocolate bar was not eaten?

Write this fraction 2 ways. _____ _____

11. The King's servants are building a very large birdcage. Bars are evenly spaced around the bottom of the birdcage. The distance between the bars is 2 feet.

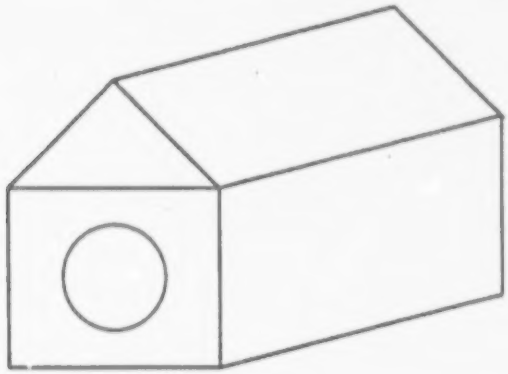


0	1	2	3
31%	18%	44%	8%

What is the perimeter (distance around) the birdcage? _____ feet

Explain or show how you determined your answer.

The King's servants are building the birdhouse, shown below.



0	1	2	3
13%	34%	36%	17%

12. The servants need help deciding how they should cut the wood into pieces. Fill in the chart below with the different shapes they should cut and how many of each shape they need. (Remember, the birdhouse has 4 sides, a top and a bottom that can be divided up into shapes that you can name.)

Shape	Number Needed

North Carolina Open-Ended Assessment

8

Grade 8
1999-2000
Form C

School Name

Teacher Name

School System Name

1. What is your sex?
○ Male ○ Female

2. What is your ethnic group?
○ American Indian
○ Asian
○ Black
○ Hispanic
○ Multi-racial
○ White
○ Other

Student's Last Name | First Name

TO BE COMPLETED BY THE TEACHER OR COUNSELOR

5. **Complete for every student. Based on this student's participation status in Title I program—Migrant Program (MP), School-Wide Program (SWP), and Targeted Assistance School (TAS)—choose one and only one of the following according to your school status:**

a) Non-Title I school
○ Not served ○ MP only

b) School-Wide Program (SWP) school
○ SWP only ○ SWP and MP

c) Targeted Assistance School (TAS)
○ Not served ○ TAS only
○ MP only ○ TAS and MP

3. Student Date of Birth

Month	Day	Year

4. Social Security or Alternate SIMS Social Security Number

6. **Indicate if this student is currently not identified as an exceptional student, identified as academically/intellectually gifted, or identified in accordance with the state regulations *Procedures Governing Programs and Services for Children with Special Needs.* (Choose one of the following.)**

○ Not identified as an Exceptional Student
○ Academically/Intellectually Gifted (AIG)
○ Behaviorally-Emotionally Disabled
○ Hearing Impaired
○ Educable Mentally Disabled
○ Specific Learning Disabled
○ Speech-Language Impaired
○ Visually Impaired
○ Other Health Impaired
○ Orthopedically Impaired
○ Traumatic Brain Injured
○ Other Exceptional Classifications

7. **Mark any of the following which apply to this student.**

○ Limited English Proficient
○ Learning Disabled - Reading
○ Learning Disabled - Mathematics
○ Learning Disabled - Written Expression
○ Learning Disabled - Other
○ AIG Reading
○ AIG Math
○ Student Identified Under Section 504
○ Student Has Temporary Disability

8. **Which, if any, of the following modifications/accommodations are being used by this student during this test administration? (Mark all that apply.)**

○ Braille Edition
○ Large Print Edition
○ Assistive Tech./Devices
○ Braille Writer
○ Cranmer Abacus
○ Dictation to Scribe
○ Interpreter/Transliterator Signs/Cues Test
○ Magnification Devices
○ Student Marks Answers In Test Book
○ Test Administrator Reads Test Aloud (In English)
○ Typewriter/Word Processor
○ Hospital/Home Testing
○ Multiple Testing Sessions
○ Scheduled Extended Time
○ Testing in a Separate Room
○ English/Native Language Dictionary or Electronic Translator
○ Approved AR-99

SPECIAL CODES FOR SCHOOL USE ONLY
A B C D E F G H I J

BARCODE

DO NOT WRITE IN THIS SHADED AREA

Published September 1999

BEST COPY AVAILABLE

Read the story below about an old Armenian immigrant and a hummingbird whose beauty he loves and answer the questions that follow.

The Hummingbird That Lived Through Winter

by William Saroyan

There was a hummingbird once which in the wintertime did not leave our neighborhood in Fresno, California.

I'll tell you about it.

Across the street lived old Dikran, who was almost blind. He was past eighty and his wife was only a few years younger. They had a little house that was as neat inside as it was ordinary outside—except for old Dikran's garden, which was the best thing of its kind in the world. Plants, bushes, trees—all strong, in sweet black moist earth whose guardian was old Dikran. All things from the sky loved this spot in our poor neighborhood, and old Dikran loved *them*.

One freezing Sunday, in the dead of winter, as I came home from Sunday School I saw old Dikran standing in the middle of the street trying to distinguish what was in his hand. Instead of going into our house to the fire, as I had wanted to do, I stood on the steps of the front porch and watched the old man. He would turn around and look upward at his trees and then back to the palm of his hand. He stood in the street at least two minutes and then at last he came to me. He held his hand out, and in Armenian[1] he said, "What is this in my hand?"

I looked.

"It is a hummingbird," I said half in English and half in Armenian. Hummingbird I said in English because I didn't know its name in Armenian.

"What is that?" old Dikran asked.

"The little bird," I said. "You know. The one that comes in the summer and stands in the air and then shoots away. The one with wings that beat so fast you can't see them. It's in your hand. It's dying."

"Come with me," the old man said. "I can't see, and the old lady's at church. I can feel its heart beating. Is it in a bad way? Look again, once."

I looked again. It was a sad thing to behold. This wonderful little creature of summertime in the big rough hand of the old peasant. Here it was in the cold of winter, absolutely helpless and pathetic, not suspended in a shaft of summer light, not the most alive thing in the world, but the most helpless and heartbreaking.

"It's dying," I said.

The old man lifted his hand to his mouth and blew warm breath on the little thing in his hand which he could not even see. "Stay now," he said in Armenian. "It is not long till summer. Stay, swift and lovely."

We went into the kitchen of his little house, and while he blew warm breath on the bird he told me what to do.

"Put a tablespoon of honey over the gas fire and pour it into my hand, but be sure it is not too hot."

This was done.

After a moment the hummingbird began to show signs of fresh life. The warmth of the room, the vapor of the warm honey—and, well, the will and love of the old man. Soon the old man could feel the change in his hand, and after a moment or two the hummingbird began to take little dabs of the honey.

"It will live," the old man announced. "Stay and watch."

1. **Armenian** *adj.*: The language spoken in Armenia and by Armenian immigrants in other countries. Armenia is a region of southwestern Asia, now part of Turkey, Iran, and the former Soviet Union.

The transformation was incredible. The old man kept his hand generously open, and I expected the helpless bird to shoot upward out of his hand, suspend itself in space, and scare the life out of me—which is exactly what happened. The new life of the little bird was magnificent. It spun about in the little kitchen, going to the window, coming back to the heat, suspending, circling as if it were summertime and it had never felt better in its whole life.

The old man sat on the plain chair, blind but attentive. He listened carefully and tried to see, but of course he couldn't. He kept asking about the bird, how it seemed to be, whether it showed signs of weakening again, what its spirit was, and whether or not it appeared to be restless; and I kept describing the bird to him.

When the bird was restless and wanted to go, the old man said, "Open the window and let it go."

"Will it live?" I asked.

"It is alive now and wants to go," he said. "Open the window."

I opened the window, the hummingbird stirred about here and there, feeling the cold from the outside, suspended itself in the area of the open window, stirring this way and that, and then it was gone.

"Close the window," the old man said.

We talked a minute or two and then I went home.

The old man claimed the hummingbird lived through that winter, but I never knew for sure. I saw hummingbirds again when summer came, but I couldn't tell one from the other.

One day in the summer I asked the old man.

"Did it live?"

"The little bird?" he said.

"Yes," I said. "That we gave the honey to. You remember. The little bird that was dying in the winter. Did it live?"

"Look about you," the old man said. "Do you see the bird?"

"I see humming*birds*," I said.

"Each of them is our bird," the old man said. "Each of them, each of them," he said swiftly and gently.

1. In what ways did the author make the characters in the story seem real? Explain your answer using specific references from the story.

0	1	2	3
2%	51%	42%	4%

2. How would you describe the type of person Dikran is? Explain your answer using specific references from the story.

0	1	2	3
2%	31%	58%	10%

3. What do you think the hummingbird that the narrator and Dikran help symbolizes? Explain your answer using specific references from the story.

0	1	2	3
13%	42%	38%	6%

4. What do you think is the theme of the story? Explain your answer using specific references from the story.

0	1	2	3
21%	44%	32%	4%

5. How does the author prepare you in the first part of the story for what happens later? Explain your answer using specific references from the story.

0	1	2	3
18%	61%	19%	2%

6. Directions: Write a brief letter on the topic below.

"All things from the sky loved this spot in our poor neighborhood, and old Dikran loved *them*."

Using Dikran as an example, write a letter to your local newspaper trying to persuade the readers to accept your view on whether wildlife sanctuaries (protected areas) are necessary.

As you write your brief letter, remember to:

- Be sure to persuade the readers to accept your view on whether wildlife sanctuaries are necessary.
- Be sure to use specific references from the story.
- Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

0	1	2	3
14%	42%	40%	4%

7. Dikran learned that a hummingbird hovering in mid-air can beat its wings 70 times a second. If a hummingbird can hover for 1.5 minutes, how many times would its wings beat?

_____

Explain or show how you determined your answer.

0	1	2	3
36%	16%	5%	42%

One summer, 125 hummingbirds visited Dikran's garden. He recorded the numbers of different colored birds as shown in the chart below.

Bird Watching Data
(Summer)

Color	Count of Birds
Yellow	25
Red	32
Orange	22
Blue	16
Green	30

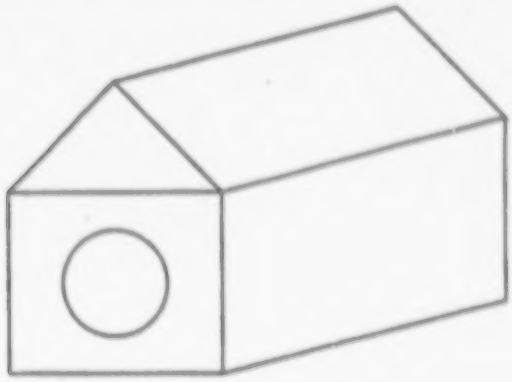
8. Of the 125 hummingbirds that visited Dikran's garden, what percent were green or yellow?

_____

Explain or show how you determined your answer.

0	1	2	3
57%	13%	10%	20%

9. Dikran and the author are building the birdhouse, shown below.



They need help deciding how to cut the wood into pieces. Fill in the chart below with the different shapes they should cut, how many pieces of each shape they need, and the location of each shape on the finished birdhouse.

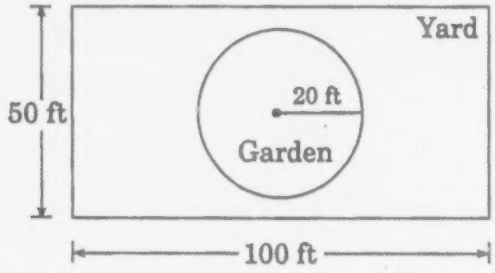
Shape	Number Needed	Location
	0 6% 1 11% 2 63% 3 21%	

10. Dikran's recipe of $\frac{1}{2}$ cup water mixed with 1 ounce of honey can feed 10 hummingbirds. He has 1 cup of honey and 8 cups of water. How many hummingbirds can he feed?

Explain or show how you determined your answer.

0	1	2	3
50%	32%	14%	4%

A design of Dikran's yard and garden is shown below.



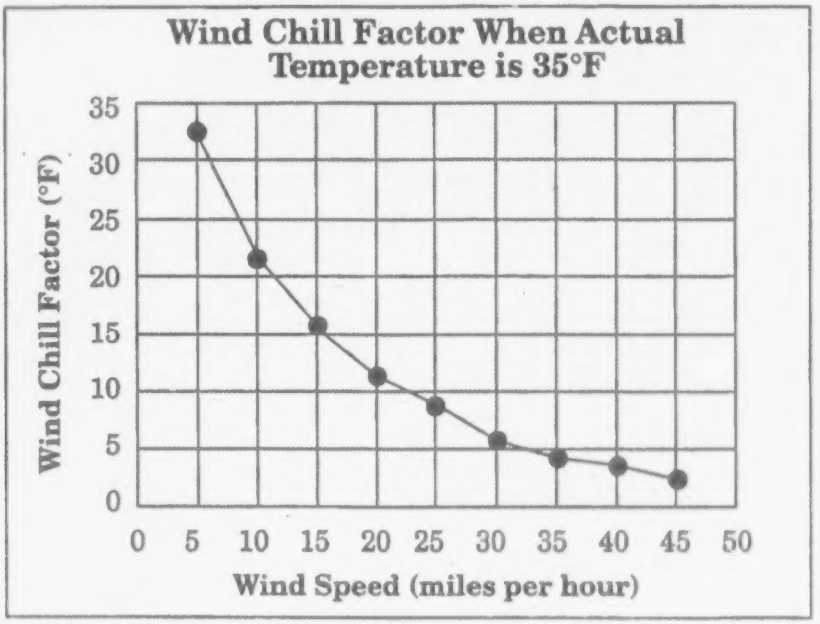
11. Dikran wants to put edging around his garden. One roll of edging contains 12 feet and costs $8.99. How many rolls will Dikran need to buy to complete the job? _____

How much will the edging cost? _____

Explain or show how you determined your answers.

0	1	2	3
38%	28%	21%	13%

By combining air temperature and wind speed, Dikran knew he could determine the wind chill factor. The wind chill factor is what the temperature actually feels like to the human body. Use the chart below to answer question 12.



12. Between which two wind speeds does the wind chill factor change the *most*?

_____

Explain how you determined your answer.

0	1	2
26%	58%	16%

Formulas

The following information is for your reference in solving some of the problems on the test.

Rectangular or Triangular Prism with base area (B) and height (h)

Volume = Bh

Circle with radius (r)

Area = πr^2

Circumference = $2\pi r$

Cylinder with radius (r) and height (h)

Volume = $\pi r^2 h$

Surface Area = $2\pi rh + 2\pi r^2$

Triangle with base (b) and height (h)

Area = $\frac{1}{2}bh$

Pyramid with base area (B) and height (h)

Volume = $\frac{1}{3}Bh$

Total Area = Surface Area + B

Cone with radius (r), height (h), and slant height (l)

Volume = $\frac{1}{3}\pi r^2 h$

Lateral Area = πrl

Total Area = $\pi r^2 + \pi rl$

Use $\pi = 3.14$ or $\frac{22}{7}$

Hypotenuse (c) of right triangle with base (b) and altitude (a)

$c^2 = a^2 + b^2$

North Carolina Open-Ended Assessment

Student:
SS#:
School Code:
School:
LEA:
Teacher:
Test Date: NOVEMBER 1999

Grade 4

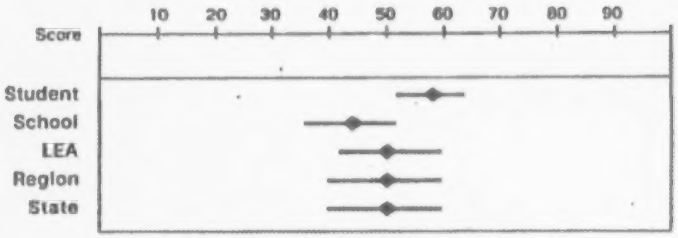
Definition of Open-Ended Assessment

The Open-Ended Assessments are designed to broadly measure higher level thinking skills by requiring students to apply or demonstrate skills beyond the recall level. They commonly require the integration of knowledge and skills from more than one curricular area. Instead of choosing from a list of provided possible answers, students are required to generate their responses by writing out their thoughts. Since the statewide test administration occurs in November, the grade 4 assessment measures grade 3 goals and objectives. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score and a percentile.

Total Open-Ended Scale Score

Scale Score: 57

This student scored at or above 79 percent of students who took the test during the fall of 1999

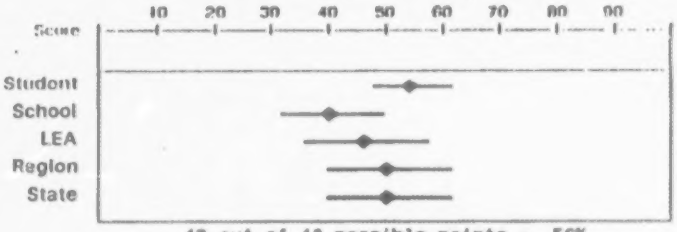


20 out of 36 possible points - 56%

Mathematics Open-Ended Scale Score

Scale Score: 54

This student scored at or above 63 percent of students who took the test during the fall of 1999

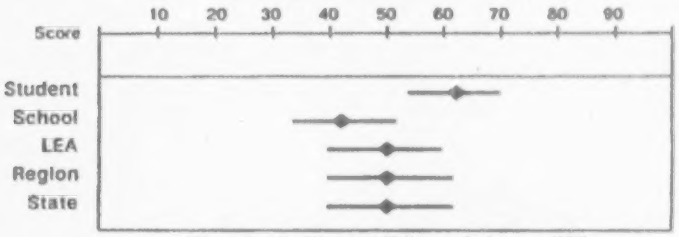


10 out of 18 possible points - 56%

Reading Open-Ended Scale Score

Scale Score: 61

This student scored at or above 87 percent of students who took the test during the fall of 1999



10 out of 18 possible points - 56%

Teacher's Comments

Explanation of Scoring Rules

For scoring purposes, there are general rubrics for reading and mathematics. The general rubric insures that the same level of expectation is maintained for all items within a content area. In addition to a general rubric, each item will have a specific scoring rubric that defines the level of expectation on a particular item. The levels will be consistent with the more generic levels of the general rubric. The number of score points in a rubric depends on the complexity of the item. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score and a percentile. Below are the general mathematics and reading rubrics with sample student responses to one of this year's open-ended mathematics items.

Mathematics General Rubric (4 point scale)

Score Point	Description
0	Answer does not address task, is unresponsive, or is inappropriate. Nothing is correct.
1	Answer addresses question but is only partially correct; something correct related to the question.
2	Answer deals correctly with most aspects of the question, but something is missing. May deal with all aspects of the question but have minor errors.
3	Answer deals with all parts of the question accurately and completely. All directions are followed.

Reading General Rubric (4 point scale)

Score Point	Description
0	Answer is unresponsive, unrelated, or inappropriate.
1	Answer deals with material on a concrete, literal level that may be accurate in most dimensions.
2	Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.
3	Answer addresses all aspects of the question, uses sound reasons, and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.

76

88

SAMPLE 1

The King enjoyed flowers. One year he planted 25 tulips, 15 roses, and 50 daisies. The next year, he doubled the number of flowers he planted. How many flowers did he plant the second year?

30 flowers

Explain or show how you determined your answer.

15+15=30

Score Point 0: Response contains an incorrect number of flowers, and the work shown has no merit.

SAMPLE 2

The King enjoyed flowers. One year he planted 25 tulips, 15 roses, and 50 daisies. The next year, he doubled the number of flowers he planted. How many flowers did he plant the second year?

180 flowers

Explain or show how you determined your answer.

25 tulips + 25 tulips = 50
15 roses + 15 roses = 30
50 daises 50 daises = 100

50
+30
+100
180

Answer 180

Score Point 3: Response contains the correct number of flowers (180), and the work shown is complete and correct.

89

BEST COPY AVAILABLE

North Carolina Open-Ended Assessment

Grade 8

Student:
SS#:
School Code:
School:
LEA:
Teacher:
Test Date: NOVEMBER 1999

Definition of Open-Ended Assessment

The Open-Ended Assessments are designed to broadly measure higher level thinking skills by requiring students to apply or demonstrate skills beyond the recall level. They commonly require the integration of knowledge and skills from more than one curricular area. Instead of choosing from a list of provided possible answers, students are required to generate their responses by writing out their thoughts. Since the statewide test administration occurs in November, the grade 8 assessment measures grade 7 goals and objectives. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score, a percentile, and an achievement level.

Achievement Level Descriptions

I Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area(s) to be successful at this grade level.

II Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area(s) and are minimally prepared to be successful at this grade level.

III Students performing at this level consistently demonstrate mastery of knowledge and skills in the subject area(s) and are well prepared to be successful at this grade level.

IV Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at this grade level.

Teacher's Comments

_____

_____

_____

_____

_____

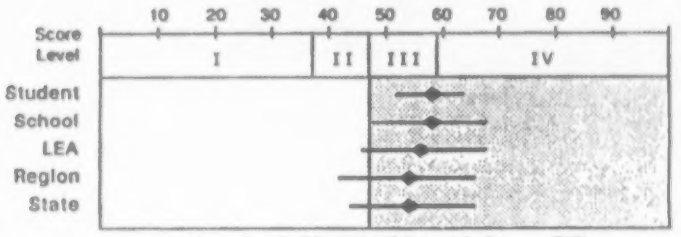
_____

77

Total Open-Ended Scale Score

Scale Score: 59

This student scored at or above 71 percent of students who took the test during the norming year (1996-97)

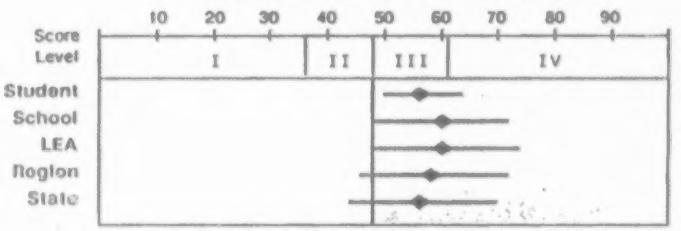


18 out of 32 possible points - 56%

Mathematics Open-Ended Scale Score

Scale Score: 56

This student scored at or above 51 percent of students who took the test during the norming year (1996-97)

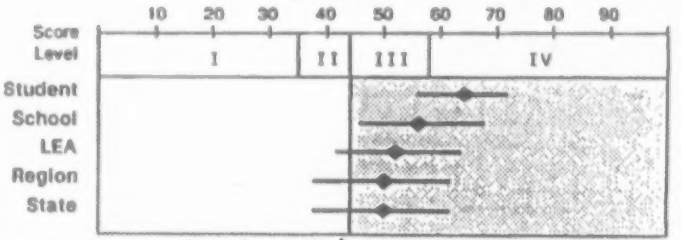


8 out of 15 possible points - 53%

Reading Open-Ended Scale Score

Scale Score: 63

This student scored at or above 88 percent of students who took the test during the norming year (1996-97)



10 out of 17 possible points - 59%

15869 Data Recognition Corp. 54321

BEST COPY AVAILABLE

Explanation of Scoring Rules

For scoring purposes, there are general rubrics for reading and mathematics. The general rubric insures that the same level of expectation is maintained for all items within a content area. In addition to a general rubric, each item will have a specific scoring rubric that defines the level of expectation on a particular item. The levels will be consistent with the more generic levels of the general rubric. The number of score points in a rubric depends on the complexity of the item. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score, a percentile, and an achievement level. Below are the general mathematics and reading rubrics with sample student responses to one of this year's open-ended mathematics items.

Mathematics General Rubric (4 point scale)

Score Point	Description
0	Answer does not address task, is unresponsive, or is inappropriate. Nothing is correct.
1	Answer addresses question but is only partially correct; something correct related to the question.
2	Answer deals correctly with most aspects of the question, but something is missing. May deal with all aspects of the question but have minor errors.
3	Answer deals with all parts of the question accurately and completely. All directions are followed.

Reading General Rubric (4 point scale)

Score Point	Description
0	Answer is unresponsive, unrelated, or inappropriate.
1	Answer deals with material on a concrete, literal level that may be accurate in most dimensions.
2	Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.
3	Answer addresses all aspects of the question, uses sound reasons, and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.

92

SAMPLE 1

Dikran's recipe of $\frac{1}{2}$ cup water mixed with 1 ounce of honey can feed 10 hummingbirds. He has 1 cup of honey and 8 cups of water.

How many hummingbirds can he feed? 20

Explain or show how you determined your answer. $\frac{1}{0} + 1 + 10 + 1 + 8$

Score Point 0: Response contains an incorrect number of hummingbirds, and the work shown has no merit.

SAMPLE 2

Dikran's recipe of $\frac{1}{2}$ cup water mixed with 1 ounce of honey can feed 10 hummingbirds. He has 1 cup of honey and 8 cups of water.

How many hummingbirds can he feed? 80 hummingbirds

Explain or show how you determined your answer.

He has 1 cup of honey or 8ounces. He has 8 cups of water or 16, half cups of water. He can mix eight ounces of honey with 8 half cups of water (8cups). This is eight times more of the solution that will feed 10 hummingbirds, so $8 \cdot 10 = 80$ hummingbirds. He still has 4 cups of water left

Score Point 3: Response contains the correct number of hummingbirds (80), and the work shown is complete and correct.

93

78

BEST COPY AVAILABLE

North Carolina Charter Schools, 1999-2000

American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Brevard Academy
Bridges Charter School
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Elizabeth Grinton Academy
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Harnett Early Childhood Academy
Healthy Start Academy Charter
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
Lift Academy
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
New Century Charter School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
PHASE Academy of Jacksonville
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
Right Step Academy
River Mill Charter School
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
Sankore School
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Vance Charter School
Village Charter School
Wayne County Technical Academy
Woods Charter School